Break

Gaps appear in the ILEA staff ladder

The fall-out of senior officers from ILEA continues at an alarming rate. Currently short of two deputy education officers, since John Bevan left to run the National Advisory Body, and Bill Stubbs was picked to replace the departing Peter Newsam, there are now gaps opening up slightly lower down the ladder.

The next to go will be Reg Wilkins, deputy head of the FE branch, who has been persuaded to join John Bevan at NAB, which has now, as one rueful survivor remarks, mopped up most of ILEA's accumulated FE wisdom.

Replacements cannot go ahead until Stubbs' proposed new staff structure is approved by committee within the next few weeks – that will probably mean advertisements by the end of June and new officers by the autumn, with luck.

What Bill Stubbs would like to see is the second tier down expanded to three deputies, thus upgrading the post of the Finance Officer (another vacant post).

That would be a recognition of the major demands on the administration now made by the budgeting process. Peter Newsam recalls that when he first took over as education officer, the budget was something brought in for him to approve – practically on a silver salver – one day in November. Nowadays, says Bill Stubbs, it takes 14 months of every year.

Remarkable pas de deux

The 25th annual report of the British branch of the Gulbenkian Foundation, just published, marks the end of a rather extraordinary *pas de deux* – as the retiring director, Peter Brinson, characteristically describes it.

Brinson's tall graceful figure has been the visible part of the duo. Under him, the foundation has steadily moved into often controversial projects in education and community arts and action, particularly in inner cities.

It has also boldly, if more establishment-mindedly, set itself up as a kind of alternative royal commission on the condition of the arts in education, sponsoring important enquiries into professional training and, this year, an influential broadside on the vital importance and relevance of promoting the arts in schools.

Brinson has steadily stuck to his view that the job of a charitable foundation is to take risks: "If we're not backing alternatives what the hell are we doing?" The annual report attacks the view that foundations should pick up the pieces of government spending cuts, saying their job is to find new ventures that spenders of taxpayers' money might find hard to justify.

But following this policy needed commitment, steady nerves and powerful backing, in an outpost of a conservative Portuguese foundation. All three were provided by Sir Charles Whishaw, Calouste Gulbenkian's solicitor, who was the member of the main Gulbenkian Board of Administration responsible for the British branch from its start, 25 years ago, until he retired last year.

Whishaw stayed firmly in the background of the activities of the British branch. But he was the central figure, in most foundations and trusts, grants and activities are controlled by boards of trustees. In Gulbenkian, the "administrators" have full responsibility for their patch: Charles Whishaw, and now his successor, Mikhael Essayan, take the spending decisions in Britain.

But they also have to back their decisions in the very different climate of the Lisbon board meetings.

An impressive running total

Most schools keep their sponsored runs and spells pretty local. Not Queen's Park High School in Chester. Last weekend it raised at least £3,000 with a sponsored staff relay run from Chester to Llandudno and back, to pay for a sizeable bank of BBC microcomputers.

As well as putting the usual screws on parents and friends, the head, Mr Ken Munden, also wrote to everyone from *The TES* to Sir Keith Joseph asking for sponsorship. (I regret to report that Joseph said yes, and *The TES* no).

Besides the Secretary of State, he secured the sponsorship of the Duke of Westminster, Brother M C Heffernan of the Christian Brothers in Monaghan, the chairman of Cheshire County Council, the director of education and many others.

No doubt Mr Munden's charming letter helped. "I determined I would be captain of the team, because it is the only way I could decide tactics. I could run the first 50 yards and leave the remaining 99 miles 1,717 yards to the others: brilliant delegation! In fact I hope to run about 10 miles," he wrote.

Although he spurned the county council chairman's offer to "ride behind you in an open Land Rover with my shot-gun at the ready to give you a boost when you are seen to be flagging", Mr Munden completed his run in one hour 12 minutes."

His team also met their targets – and even had to rest up in a leisure centre for an hour on the way home to avoid being too early for their reception committee.

Whishaw was prepared to take the brunt of decisions to promote "new things" (he wouldn't have used the word radical) even when – as happened at least once – a project backfired and caused an uproar in Westminster and Whitehouse circles with repercussions in Lisbon.

"Charles is a real Tory gentleman, Christian and upright", said one of his friends. "He'd look at the most extraordinary sounding applications with a fresh eye, and judge everything on its merits", says Peter Brinson.

Brinson is leaving to go back to his favourite branch of the arts – dance and its educational and social applications – working at the Laban centre attached to Goldsmiths' college. (Before he took over as Gulbenkian's director, he set up and ran the Royal Ballet's popularizing company, *Ballet for All*).

Before he goes, he hopes to mount an attack on the Charity Comissioners, and their nineteenth century McNaughten rules about what a charity is." Good projects – particularly in inner cities, unemployment, youth and community work – find it very difficult to get charitable status because the commissioners are increasingly nervous of anything that looks "political", or like a pressure group, says Brinson. And if they're not charities, foundations can't support them.

The foundation has had a field of 250 applications to choose from, when appointing Brinson's successor. Plenty of top civil servants and professors wanted the job – but, perhaps surprisingly, no directors of education. They're now down to a short list of four, apparently all of them something to do with education.

Whoever gets the job will, together with Essayan, inherit a position that can give them an influence over British cultural life that is way out of proportion to the £1 million a year now spent by Gulbenkian in this country.

Personal column

Ted Wragg

Socialized parties

All newcomers to any profession go through a process known as socialization. It is the period when you acquire the ways of your fellow tradesfolk: young doctors develop their bedside manner, trainee dustmen learn how to drop a trail of refuse down the paths of those too stingy to tip at Christmas. During socialization new teachers discover that staffroom tea must be made with clots of powdered milk stirred in with a pencil, and also learn how, if you use the same teabag twice, to make sure one of your colleagues gets the second cup.

I have just realized that I am afflicted by what you might call oversocialization, a condition whereby the victim has become too cosy with his professional buddies and ill at ease with others. We sufferers can easily be recognized at cocktail parties as we wander pathetically around the room discarding carpet salesmen and chiropodists, and frantically looking for a fellow purveyor of education with whom we can trade anecdotes.

I knew I was in a bad way when I found myself on a train with a couple of high-up naval officers and their wives. Though in plain clothes they saluted each other, talked in clipped voices about Porsches and Mercs, while their wives, early 1950s Benenden at a guess, immaculately chisolled out of marble and reeking of a mixture of Miss Dior and prune juice, read hunting magazines. The contrast with the elbow-patched scruffs I hang around with in the university and in schools made me feel like a Martian, and I understood hardly one word of their conversation.

The same happens in hotels. We at Malteser University, one of the less fattening centres since the cuts, are only permitted to stay at the kind of hotel that has the maximum five Alka-Seltzers for food and three spittoons for ambience. The bar is full of travelling salesmen clearly in their element, not a teacher in sight. I flee to the solitude of my room to mark a few essays or, if I need a laugh, read the latest DES projections of teacher numbers.

I feel a little more at home with some politicians, having once spent a year working with a select committee of MPs. They were in the main good constituency MPs, interested in a wide range of topics, but we were looking at education, so that was not a fair test. With local politicians I find myself less comfortable. There was once a mini-scandal when the local paper claimed to have a list of those who would be saved in the official fall-out shelter should there be a nuclear war. Piqued at being omitted I was all set to make a fuss until it was revealed they were nearly all councillors, so I decided it would be better to stay on the surface and fry.

The list of groups and locations in which I feel an alien is endless. I talked to a Rotary Club about underqualified school-leavers and the first questioner asked why we didn't just flog some learning into them. Even the Soroptimists, bless them, invited me to be an after-dinner speaker, and I launched into a torrent of jibes about Education Ministers which would have had the average teacher audience rolling in the aisles. The total silence told me that either the microphone was not working or I was addressing the Rhodes Boyson Fan Club. It must have been the latter as I have never been invited back.

At a conference with industrialists I was marooned in a corner for what seemed an endless evening with some fellow who manufactured ball-bearings. There is a finite number of things to be said about ball-bearings, and I completed my second tour within about three minutes.

Bank managers likewise I find hard work. I grumble about cash dispensers which swallow your card and amputate your fingers, or reveal that since the bank-manager-in-your-cupboard advertising campaign I keep the wardrobe locked hoping mint will suffocate, but that only produces the "unloved" reaction, and I have to play psychotherapist for the rest of the night to stave off the poor beggar's nervous breakdown.

Nor is it the case that I am insulated away from humanity by being mainly in universities and schools. All my relations are working class northerners and I feel perfectly at home in that environment. I am not socialized into education that I am socialized out of almost every other job group. Perhaps it is unrivalled richness of having young and old, rich and poor under the same roof that makes education such a matchless arena of human interest.

I was once in a school where an eight-year-old boy was so excited at having climbed to the top of a rope he squealed with delight. A portly HMI who was present, misinterpreting this as panic, dropped his briefcase, and rushed to the foot of the rope crying "Don't worry son, I'll catch you". Delighted at this unexpected bonus the lad promptly let go of the rope and flattened the unfortunate inspector. You never get that kind of thing down at the ball-bearing factory.

Green debate

There was a piquant mixture of pinstripes and Peruvian jumpers at a Green Alliance debate last Wednesday on decentralizing education. It featured Mark Carlisle, Michael Young, Tyrrell Burgess, the voucher team of Marjorie Seldon and Digby Anderson, and assembled ecologists and herbivores.

Lord Beaumont kicked off by telling us that at that moment, Sir Keith Joseph was unveiling plans for greater centralization. Quite a frisson – until we realized he was talking about the block grant again.

There followed a flurry between Carlisle and Young. Mark Carlisle said education was so decentralized that, as Education Secretary, he had felt like the reverse harlot – all responsibility and no power. Aha, said Lord Young – the most powerful people always said that. If education was so decentralized, why was it so uniform?

John Papworth, of *Fourth World* magazine, attacked the boring nature of educational discussion – all teachers' pay and new pegs in cloakrooms – when civilization was falling apart under our noses. "My children were given to me by God, not by the Ministry of Education – perhaps that was an administrative oversight", he ended.

At the end, Lord Young summarized his views: school leaving age down to 13 ("Hear, Hear" from Mr Papworth), a voucher for eight more years' education whenever people wanted it, and no exams. The voucher supporters looked distinctly nervous at this, but said nothing, and the Peruvian jumpers were left in command of the field.

Aristides

Next week

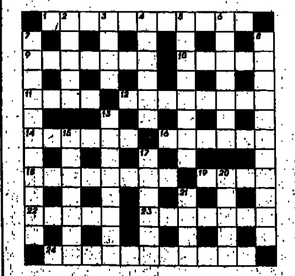
■ Features: Seymour Papert, the guru of educational computing, talks to Virginia Makins; also the young unemployed "get some in": on the free youth adventure holidays offered by the armed services.

■ Extra: Computers in education: articles on micros in primary schools, in administration, in language and history teaching and in special education together with a pupil's views of the BBC micro.

■ Books: Marion Glastonbury attacks Frank Smith's latest work on reading and writing; Paddy Kitchen on writers in residence; technical books.

TES Crossword No 52

by Rufus



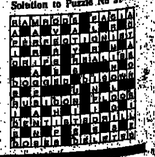
Across

1 Confined to one game (though good at others) (5-8)
9 Noisy game? (7)
10 Small wood varies in scope (5)
11 A travel authority (4)
12 Beat this for a political slogan (6)
14 Hold in close affection (6)
16 Diffident in two ways (6)
18 He kills a couple of fools in the end (8)
19 Swedish striker regularly seen in court (5,4)
22 A girl whisks egg-white (5)
23 Painfully correct? (7)
24 The point in these puzzles is to start a fight? (5,6)

Down

2 Wants to sound negligent (5)
3 Dance and swim (4)
4 Cold weather wear in Ireland (6)
5 Not the ruler to give an inch (8)
6 Scold someone for always turning round (7)
7 What an accusation of body-snatching would be? (5,6)
8 Man of intelligence moves centre stage (6,5)
13 Variety of confectionary (3,5)
15 A spider, possibly saved Bruce from it (7)
17 Show where traffic go round (6)
20 Chosen from the depot (5)
21 Card-game depending on luck for a change (4)

Solution to Puzzle No 51



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DES wants curbs on right to teach any subject

Union warns of move towards two-tier pay

by Bert Lodge

A Government proposal that a teaching qualification should mean no more than a licence to teach certain subjects to a certain age group of pupils is being seen by teachers' leaders as the first step towards different salaries for primary and secondary teachers.

The proposal, in a DES consultation paper published this week, on which comments are required by July 31, also suggests that such a restriction would allow people into school teaching who could teach certain practical subjects but not others. And it would also mean tightening the connection between what graduates studied and what they subsequently taught.

Mr Fred Smithies, general secretary designate of the National Association of Schoolmasters and Union of Women Teachers said the idea should be regarded with a great deal of caution. "At the back of it all is the possibility of moving towards a two-tier or differential salary system with primary teachers on a different rate from secondary colleagues.

"It would be simple-minded to think there could be no such connection."

Government ministers have for some time been hinting that the present qualification allowing a teacher to teach any subject to any age group was unrealistic. Last October Sir Keith Joseph, Education Secretary, warned colleges not to accept graduates for teacher training whose degree had little connection with school subjects.

Dr Rhodes Boyson, his junior minister responsible for schools, told a conference of teacher trainers in March that Britain must be one of the few places in the world where somebody can train for infant teaching and get a certificate which allows them to teach sixth formers.

The move to regulate this situation could begin, the DES paper suggests, by reviewing initial teacher training courses and approving only those geared to producing teachers of needed subjects among particular age groups.

The subjects in which they had qualified and the age group they had trained for would be specified in the letter successful students receive from the DES awarding them qualified status.

When advertising jobs, authorities and governors would have to define the qualifications needed for each post.

It is not suggested that primary teachers should be limited to particular subjects. The DES suggests that more careful matching of teacher to job could admit people into the profession whose industrial experience qualified them to run prevocational courses but who would not be suitable for other forms of teaching.

The machinery for this already exists. Local authorities have power to recommend individuals for qualified teacher status and about 200 were admitted in this way last year.

Difficulties would be created, the paper recognizes, if the limitations on teachers suggested were introduced. The flexibility in staffing a school currently enjoyed would be lost. Minority subjects which do not justify a full-time teacher would be a problem perhaps met by the use of part-timers or peripatetic teachers.

Another difficulty would be what to do about teachers already in post, given that about 75 per cent of the teachers who will be in schools in 1990 have already entered the profession.

Nevertheless, teachers are reminded that the 1982 Teachers Regulations require the employment in every school of a staff of teachers "suitable and sufficient in numbers for the purpose of securing the provision of education appropriate to the ages, abilities, aptitudes and needs of the pupils."

● After several years of failing or static recruitment, applications for BEd degree courses are up by 14 per cent compared with this time last year. Up to the end of last week, 14,112 applications had been received to start the degree in October. In 1980 nearly 40 per cent of the 9,000 BEd places remained unfilled.

A Japanese child gets to grips with some of the 2000 letters of the Japanese alphabet at a Saturday school in Cardiff, whose classrooms are provided by South Glamorgan education authority for Japanese businessmen who fear their children here will fall behind their peers in Japan. On page 16 David Lister reports from Tokyo on the vagaries of Japan's fiercely competitive system for both pupils and teachers.

Dispute guide for heads

by Richard Garner

New guidelines are to be drawn up by the country's largest head teachers' union for its members in the wake of this year's industrial action by teachers over pay.

The 21,500-strong National Association of Head Teachers' professional, legal and administrative committee is studying several areas of major concern highlighted by the dispute.

The NAHT is worried over the prospect of increased "no cover" action by teachers' unions – particularly in the light of the decision by the National Union of Teachers at its Easter conference to declare that teachers should not be obliged to cover for absent colleagues.

In his speech to the NAHT annual conference (see page 7) Mr David Hart, association general secretary, attacked the "political" interference by some CEOs in the recent sanctions. A CEO for one authority, believed to be Cambridgeshire, was said by Mr Hart to have written to heads saying they would be in breach of contract and would have their salary withheld, if they failed to provide free school meals. The letter was withdrawn after the intervention of the NAHT.

Teachers complain about visits from police

Attempts by the Metropolitan Police to intensify its work in schools are encountering growing resistance from London teachers.

Two London branches of the National Union of Teachers and the All London Teachers against Racism and Fascism group have criticized the behaviour of visiting policemen. And it is thought that teachers unions may be forced to review the relationship between the education service and the police.

Teachers have been told that the force is aiming to visit every classroom at least once a year. As well as visits, the Met is trying to improve its image by running:

● a "Panda" quiz league for 770 primary schools.

● the largest ever five-a-side football competition (according to the *Guinness Book of Records*) involving 50,000 youngsters and a Wembley final.

● a disco dancing competition in South London with a final in a night club.

To these is about to be added a cricket competition run in conjunction with Lords.

The Met insists that it uses a "softly softly" approach, and that schools welcome the police. Chief Inspector Mike Hedges, of Scotland Yard's community relations branch, says that police officers never visit a school without the head's permission.

"I know the tenor of the complaints and they represent a tiny minority of teachers", he claims.

In a motion circulated to other teachers' associations, Lambeth NUT calls police work in schools "of dubious educational value."

The anti-racist and fascist group reports in its latest newsletter that pupils in one school were upset when they discovered that visitors watching role play conflict with police were actually police cadets.

Other general criticisms of the police by teachers are that they are often crude and prudish.

No bar to fund-raising on Mars

by Philip Venning

British schools may be the masters of inventing new ways of raising money, but they have nothing on the University of Colorado's Fiske Planetarium which has earned over £4,500 towards the cost of materials for schools – by selling land on Mars.

For $20 the planetarium will sell a 1,000 acre plot on the edges of Olympus Mons, the largest volcano on Mars. According to Mr David Aguilar, the director, each plot is properly surveyed and each customer receives a deed and photograph of the site. A space flight insurance policy and some "genuine simulated Martian soil" is also included.

The idea started as a joke but soon attracted wide publicity and interest from round the world. Over 2,000 plots have been sold and land round the volcano is rapidly being used up. Among customers is Carl Sagan, the scientist whose series on the Cosmos was recently shown in Britain.

There is one snag however. Every deed has some small print saying that unless the owner plants a tree on his plot within 20 years, the land will revert to the Martians.

Because of the unexpected success of the scheme, Mr Aguilar is preparing to sell tickets to Mars for the end of the century and is writing a book called "Mars on $10 a day."

The money raised is being used to run activities for about 1,000 students weekly, including guest lectures on various science topics, and a continuous science fiction film festival. It will also help finance a museum.

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A long way to go to get first schools right

HM Inspectors' survey of first schools (summarized in *The TES* last week) is not so much a discussion of the special problems of five-to-eight and five-to-nine schools as another chapter in the HMI's somewhat gloomy assessment of standards in primary education.

The report is weak on work with the youngest children – perhaps because HMIs judged the foundations to be reasonably well laid at that stage. But it is essential reading for anyone concerned with primary schools, giving the HMI's reasons for thinking primary standards are too low, and suggestions as to how they might be improved.

The report tells us nothing about the advantages or otherwise of the first/middle school arrangement. We will have to wait until the HMI middle school report, now being written, to assess whether the Plowden recommendation stands up in practice. The sooner the HMIs get it out, the better, when middle schools are being threatened by forces that have nothing to do with their quality.

The first schools – perhaps not surprisingly – have clearly failed to develop a special ethos: the HMIs found that their work and organization could be matched in other primaries. But with this survey, the 1978 primary survey, and many research reports (notably the one from the Leicester ORACLE project) we now have a clear, consistent and rather depressing picture of the state of primary schools.

On the face of it, it is a picture that should appeal to Dr Rhodes Boyson, in his recent recidivist mood, and his supporters. Primaries spend a great deal of time and effort on the three Rs (with the third still standing for 'rithmetic, not mathematics), and still tackle them with traditional drills.

The snag is that HM Inspectors say that this is preventing children from making the progress they should. In the 1978 survey they produced test results to show that a wide-ranging curriculum produced higher standards of reading and mathematics than a limited concentration on "the basics.

In a minority of the 80 schools in the new survey, failures can be explained by a straightforward and indefensible lack of resources. Twelve of the schools were seriously short on books. One in eight was poorly equipped for mathematics in every class. It is no excuse for politicians, nationally or in local authorities where such schools are found, to say that the HMIs also found well-provided schools where resources were not well used.

The report showed up some surprising ways in which teachers of young children fail in practice to live up to primary myths. For example, only half of them were judged by HMIs to be communicating much personal enthusiasm for books to their charges.

Young children in many schools were found to have few chances for imaginative play, and teachers were said to be neglecting the chance to use children's play to develop their language and mathematics. Only a minority of schools encouraged children to be self-reliant and organize some of their own work. Three-quarters gave them very little chance to read books on their own.

There were surprising gaps in areas where teachers of young children might be expected to respond well to much-publicised needs. The most important was the neglect of the culture and religion of children from minority groups, even in schools which took a lot of them. Boys and girls were still – indefensibly, as the HMIs rightly say – separated for craft and PE, even at this early age.

But the key issue for the HMIs – driven home even more strongly in this survey than in the previous one – is the failure to plan a primary curriculum that allows children progressively to develop skills, use them in practice, acquire a reasonable fund of knowledge about the world, and (most important) learn to think and express their thinking.

So how can primaries escape from the now well-documented vicious circle – by no means all of their own making – where concentration on the basics, narrowly interpreted, is leading to random, patchy, uncoordinated and undemanding work in most areas of the curriculum.

The HMIs seem to be pinning their faith on better management, with the development of clear curriculum guidelines for all subjects (even if they are taught in an integrated, topic-based way), better use of specialist teachers, and more systematic assessment of children's progress and potential outside basic English and mathematics.

They suggest more and different in-service training, particularly for heads and teachers with special responsibilities, and limiting initial training for primary teachers to courses which given them the curriculum range and practical skills they will need on the job.

Certainly, the HMI surveys and other recent reports suggest important areas that in-service training might tackle. Besides curriculum planning and assessment, there are clearly problems about mixed age-range teaching, the much individualized work and too little teaching of groups, topic work, and encouraging language, mathematics and scientific inquiry across the curriculum. Graduates of the more practical initial training courses, such as those pioneered at Goldsmith's College and Bishop Grosseteste College, have been welcomed in primary schools.

But it is impossible entirely to separate the obvious potential for improved primary standards from the debilitating conditions many schools (not to mention colleges with teacher training) are now working in. In many areas, a lot of expensive teacher time is being taken up in scrounging resources and fund-raising rather than curriculum planning. Many heads cannot choose their staff to fit curriculum needs, but have to rely on the luck of the voluntary transfer draw.

Many authorities have cut down the supply staff needed if there is to be the kind of whole-school in-service training that might give schools a serious head start on the kind of curriculum planning and development of guidelines and assessment procedures that the HMIs believe make a demonstrable difference to standards.

The Black Papers and Great Debates of recent years put primary schools in an uncomfortable limelight – but they stimulated a whole range of careful enquiries into current primary practice, including the two HMI surveys. But unless the politicians are prepared to look at the evidence and use it to create conditions which encourage primary teachers to improve standards in their own schools, there is little chance that the kind of good practice found by the HMIs in a small minority of schools will spread into the majority.

Comment

Heads show their scars

The head teachers' meeting at Bournemouth last weekend showed some of the scars of industrial action in the spring. Both Mr Ken Dyos, incoming president and Mr David Hart, general secretary, of the National Association of Head Teachers, drew attention to the impossible position of heads when other teachers' unions embarked on sanctions. The head is caught between the hammer and the anvil when teachers try to put local authorities under pressure by deliberately refusing to do work which they normally regard as part of their ordinary duties, and local authorities reply with instructions to heads which cannot be carried out.

The tribulations of the plant managers when employers and unions are slugging it out over their heads are well-known and contribute to the low morale of managers in strife-torn industries. In the case of the schools there is, thank heavens, less strife, but when it does occur the position of the head may be even more difficult, because he has professional responsibilities to children and to parents which have to be reconciled with his contractual obligations to the local authority, and his continuing relationships with close colleagues.

Mr Hart must be right when he urges, once again, renewed attempts to revise the teacher's contract and create a single negotiating body in which salaries and conditions of service can be taken together. As Mr Dyos put it, the present chaos on the teachers' contract has allowed militant union members to impose their own, unilateral, interpretation of the teacher's formal responsibilities – their own definitions of what a teacher need and need not do to fulfil his contract. Then the local authority attempts to give its own interpretation and expects the head to enforce it, placing him in the hot seat with no staff to carry out his instructions.

Because these interpretations are "phoney" – they represent sanctions in a political and economic dispute, not genuine attempts to delimit the teacher's functions – things settle down again when the dispute is over to something like the situation which obtained before. Yet something important is eroded each time. In each dispute, heads find themselves operating at the extreme limit of their practical powers, depending more on luck than judgment. This is no way to operate a personal service in which eight million boys and girls can be put at risk by the combined irresponsibility of unions and instransigeance of local authorities.

What Mr Hart and Mr Dyos do not explain is why they suppose that an overdue revision of the teachers' contract would remove the stresses inherent in industrial action by teachers. Such a revision might well do something about the special difficulties which surround the midday meal where the present arrangements are unsatisfactory at the best of times. But it is an illusion to suppose that any contractual change could prevent sanctions altogether, and as it is the very object of sanctions to create tension for local managers, in order to bring pressure to bear upon their political masters, the unpleasantness would continue, even if the form were changed.

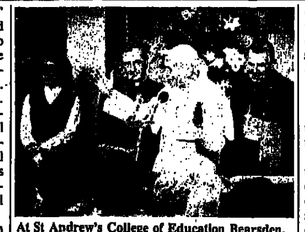
Human values before exams

The Pope's educational message came across loud, clear and contradictory – but essentially humane, too. The contradiction lay in his emphasis on the importance of involving the family in education, coupled with his plea for a broad approach to the needs of the whole man rather than a concentration on examinations.

"Nowadays", he said, "as we have been made only too aware, the possession of a certificate does not bring automatic employment. This harsh reality has brought about a sense of malaise in the educational system itself".

But all the evidence shows that it is the teachers who want to cultivate the whole man, the parents who want certification and a concentration on supposed vocational advancement. The more closely parents' wishes are taken into account, the more directly instrumental the curriculum is likely to become – unless, that is, the interaction between parents and teachers can be so close and so fruitful as to yield a new enlightenment.

It is interesting that what comes across from Pope John Paul's education address is a concern that the schools should do all in their power to help boys and girls reach their full manhood and womanhood, rather than any narrow emphasis on religious or denominational instruction. Not, of course, that there need be any contradiction between the two – the Pope's humanism is very much an expression of his theology of the Incarnation – but it certainly comes as a refreshing alternative to the crude, materialistic populism of some of education's loudest critics.



At St Andrew's College of Education Bearsden, Glasgow

Politics take over at NATFHE

The decision of the FE college lecturers to amend the rules of their union, NATFHE, to permit the association "to pursue political objects not being objects to which Section 3 of the Trade Union Act, 1913, as amended, applies" marks a new and formal stage in the politicization of teacher trade unionism.

It will be recalled that the National Union of Teachers at Easter showed every sign of moving in the same direction but stopped short of tabling constitutional amendments. The result has been that, in the face of a vote for disarmament (but not to join the Campaign for Nuclear Disarmament) the president of the NUT is now busily warning of the legal hazards which would attend any collective action (and expenditure) by the NUT to support the peace campaigners.

NATFHE has now got the necessary two-thirds majority for its political clause and has duly decided to affiliate to CND. In the face of two-thirds majority vote it must be presumed that the great majority of the members of the association really want to open up Pandora's box of political issues – it takes a lot of grass roots support to assemble a two-thirds majority.

It is certainly remarkable that so many otherwise reasonable people should think it to their advantage to see their professional association changed in this way. From now on, NATFHE will become the target of every single-issue political pressure group, from the Women's Movement to the Friends of the Earth, from the Anti-Apartheid League to the Troops Out movement.

To put it mildly, it is much easier to see how such political campaigning could weaken NATFHE than imagine ways in which it might strengthen it.

What this change in the rules does not do is open up the way for affiliation to the Labour Party. On this the legal advice is clear – this would require a ballot of the membership. There are those in the association who would like to work towards this, but not yet.

No comment

"The young offenders of today are the potential criminals of tomorrow and until society – that is, parents, teachers, the Courts and the government – recognizes this and stops pussy-footing and worrying about human rights, then we are going to have problems".

Deputy Terry Le Main, addressing a regional conference of the Commonwealth Parliamentary Association, reported in the Jersey Evening Post, May 12.

Mr Kenneth Antcliffe

Liverpool set deadline for reorganization

by Sarah Bayliss

Politicians from all three parties in Liverpool begin an urgent series of talks next week in the knowledge that two Secretaries of State expect them to agree a drastic reorganization of schools throughout the city by September.

In an unprecedented meeting last week, leaders from the city accompanied by Mr Kenneth Antcliffe, the chief education officer, met Sir Keith Joseph, the Education Secretary, and Mr Michael Heseltine, the Environment Secretary, to discuss the recent HMI report which catalogued appalling mismanagement of schools and in particular the authority's failure to tackle falling rolls.

Mr Richard Kemp, the new Liberal chairman of education, said: "They told us: For goodness sake work together and get something organized because you're making a hell of a mess"

He said his party was prepared to cooperate and compromise on school closures and mergers with the Conservative and Labour groups which made up the "hung" council. "We left the meeting having agreed that we would try to agree and would produce plans by September."

Sir Keith also agreed to make his decision on the new proposals as quickly as possible. Schemes currently on his desk to reorganize the Roman Catholic sector and to close three inner city county schools will also get priority.

If they are approved the Catholics will replace seven grammar, 37 secondary-modern and one bi-lateral with just 15 comprehensives. One school has fewer than 100 pupils, and another took in no 11-year-olds last September.

Senior DES officials will visit the city later this month and both Secretaries of State will be in Liverpool for a progress meeting in July. It is expected that the timetable will require a decision from the DES next spring if newly organized schools are to open in September 1983.

At a special meeting of the Levels of Service sub-committee next Wednesday, members will be asked to establish educational guidelines as foundations for any future decisions. The first priority is to set minimum and optimum sizes for secondary mixed and single sex schools, and for primaries.

"If we can get guidelines established aside from the consideration of particular schools, then there's at least a possibility of agreement across the political spectrum and an educational debate," said Antcliffe.

Officers in Liverpool have been drawing up reorganization plans since 1974 but none has gained the approval of all three parties, and only a handful of schools have closed or merged.

A deputation from Liverpool saw Mr William Waldegrave, education minister, last week to complain about the loss of £3m to the city's colleges because of the capping of the pool – the Government's ceiling on advanced further education spending. The Liverpool Polytechnic alone has lost £1.9m from its budget.

Mr Richard Kemp, education chairman, said the minister had agreed to reconsider £150,000 but this was not enough. The Poly is the most cost-effective in the country. Where we've proved ourselves to be efficient in the public sector, I think the Government should back us."

Fear of attack keeps Bengalis at home

by Nick Wood

Fears of racial attack on the way to school are keeping 200 children of school age at home, the National Union of Teachers claimed this week. Many of them have to travel up to three miles.

The children, between the ages of five and 11, are members of East London's 40,000-strong Bengali community. The six primary schools in the Spitalfields area, which they have traditionally attended are full, and their parents are reluctant to send them further afield.

Some of the children may not have been to school for years, Mr Phillip Cronan, secretary of the East London Teachers' Association said.

Within the borough of Tower Hamlets there were enough places to go round, but the schools with vacancies were a considerable distance from where the children lived and involved journeys through areas with a history of racial attacks on Asians.

The union is pressing for another school to be built in the Spitalfields area and for the authority to take on more Bengali-speaking educational welfare officers to assist with the placement of children in schools. It is also seeking a meeting with Mrs Frances Morrell, deputy leader of the Inner London Education Authority.

"We want to see all primary school children in the area attending a school within reasonable walking distance of their homes," Mr Cronan said.

Mr Desmond Collins, divisional education officer, said the union was "overstating" the problem. Children were not being expected to travel more than half a mile to school, and as the Bengali community was dispersed through the borough its perception of "hostile" areas was changing.

Building more schools could not be justified under DES criteria and he denied Mr Cronan's claim that children were going without schooling for years. If a child was refused a place at school, it would be only "two or three weeks" before the parents were contacted by a welfare officer and told of alternatives.

But Mr Collins admitted that the "massive turnover" in the Bengali community and language difficulties were a problem. "I cannot put my hand on my heart and say there are not some children who have been away from school for a longer period," he said.

After a meeting with the NUT, the borough had asked ILEA to increase its complement of four Bengali-speaking welfare officers.

Study on bright blacks runs into difficulty

by Diane Spencer

A controversial £78,000 research programme into why black children do well at school is not only being substantially revised but is also likely to run into timing problems.

The research, commissioned by the Swann committee investigating the education of ethnic minority children, was criticized by the black community including the Caribbean Teachers Association, when details were leaked at the recent conference of the National Association for Multi-Racial Education.

Critics feared that too much emphasis would be placed on family backgrounds and personalities of blacks instead of on racism and the structure of schools.

Dr Peter Mortimore, director of research for the Inner London Education Authority, who suggested the idea of the research to the Swann committee; confessed to being "terribly upset" at the criticisms by the black community and thought that his original research design which was "very interim" had been misunderstood.

He wished to make a positive contribution and he was only prepared to carry on with the project if it is seen as helpful. In the light of the criticism, the new proposals would be making the emphasis on racism explicit whereas before they were implicit, he said.

The research subcommittee of the Swann committee agreed recently to extend the study to Birmingham and Bradford as well as ILEA. But Professor John Rex, head of the Research Unit on Ethnic Relations in Aston University, Birmingham, will not be able to begin his part of the study until September because of timing and staffing of a long-running research project.

As the committee hopes to produce its final report by next June, this leaves little time for the research to be completed. At its meeting next week, the committee will have to decide whether it can give Professor Rex more time.

The research project will involve studying six groups of 75 pupils who achieved five CSE grade 1 or grades A to C in O levels in summer 1981.

The idea of the research arose from the recommendations of the interim report of the then Rampton committee published last year when members felt there should be research done into successful pupils, as so far research had concentrated on their failure.

Sir Keith faces rebuff over SSRC budget

by Paul Flather

Proposals to restore part or all of the £1.1m discriminatory cut imposed on the Social Science Research Council budget last Christmas by Government ministers are now being considered by the Advisory Board for the Research Councils.

Such proposals could amount to a severe rebuff to Sir Keith Joseph who personally imposed the extra five per cent cut on the SSRC just three months after taking over as Secretary of State for Education.

The ABRC considered the proposals at a meeting last month when the "forward look" budget plans of all five research councils including the SSRC for 1983–84 were formally presented for a first examination.

Four more meetings are planned during the coming weeks for further detailed study of the budget plans before the ABRC makes its budget recommendations to the Secretary of State, who has the final say, usually made known by the autumn.

The ABRC has been encouraged to give extra weight to these proposals by the recent publication of the Rothschild review of the SSRC which says unequivocably the council is necessary, would have to be reinvented if it was abolished, and needs a secure funding base.

Lord Rothschild went on to recommend that the SSRC budget should not be cut in real terms for at least three years "irrespective of what happens, through sheer necessity, to the other research councils."

He described the proportion of the total science budget – £20.9m from £463.89m for 1982–83 – as "a disturbingly low figure given the existence of crime, poverty, race riots, drug addiction, mental illness. . . . problems which most people would agree could benefit from intensive study."

"Forward planning is very difficult with the sword of Damocles . . . hanging over a research council, "Lord Rothschild said, referring to cuts equivalent to 24 per cent in real terms suffered by the SSRC in the past five years. Only the top echelons of social scientists can now be supported, he added.

After being led to expect level-funding during the coming budget year, the SSRC was suddenly saddled with a £1.1m cut last December forcing it to axe a further 80 studentships and take £550,000 off its grants allocations.

Sir Keith's discriminatory cut was imposed over the heads of ABRC members and in spite of direct pleas from Sir Alec Merrison, the ABRC chairman, that it was not merited, and went back on previous promises – THES.

Science for all up to 16

Children of all abilities should be given a broad science education until the age of 16 and girls should have the same opportunity as boys.

These are among the suggestions in a consultative paper about the way science is taught in schools issued by the Department of Educational Science and the Welsh Office.

Only a small minority of pupils now study all 3 main science subjects (physics, chemistry, biology) to CSE or O level. But the consultative paper points out that whatever changes are made the excellence being achieved in teaching science to some of the ablest pupils should not be put at risk.

The paper says that, at secondary school level, science teaching in the two years up to the 2 levels O or CSEs is too closely tied to examinations and the syllabuses are overloaded, out of date and narrow.

At primary school level there is still much to be done to awaken children's interest. Science teaching projects depended heavily on support from outside the schools.

After considering responses the Government plans to issue a statement about science in the school curriculum. This will provide framework for developing the curriculum and criteria and syllabuses for examinations.

The paper states that examinations rely too much on pupils recalling facts, concepts and theories and not enough on testing their ability to use the science they have learned to solve realistic problems or in applying it to realistic situations.

Police plan under fire

Moves to train the police in community work have come under fire from the National Association of Youth and Community Education Officers. It says that the Government plans for youth training mean that there is a greater need than ever before to increase the number of adults working with young people.

But it adds that it is sad that the Government prefers to retrain policemen rather than to strengthen the youth and community service "which already has a long background of good training practice."

Talks on employment

Education chairmen from the Association of Metropolitan Authorities and the Association of County Councils met Sir Keith Joseph, the Education Secretary this week in "exploratory" talks on teacher employment.

The Government is known to be concerned that on present figures, its planned target for teacher numbers will not be achieved. Improved enhancement for early retirement was one of the main topics for discussion. In-service training was also on the agenda, but no decisions or conclusions were reached.

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BEG for a better service?

Alan Crispin and Francis Marslen-Wilson discuss the implications of funding education by a separate block grant

Pressures for changing the way education is funded (John Stewart, *TES*, April 23) are not difficult to identify. The climate of financial stringency has revived the quest for ways of relieving the financial burden on local authorities to pay for education; there are the widening disparities nationwide in education provision coupled with growing differences in access to basic education among pupils of comparable abilities (reported recently by Her Majesty's Inspectorate); the need to protect the curriculum; and concern to preserve a national education system, albeit locally administered.

The front runner, if leaks are to be believed, is a block education grant (that is BEG – *an unhappy but* perhaps apposite acronym!) Instant reactions have generally been hostile varying from the 'more creeping centralism' to the 'death of local democracy' kind. The problem is to balance a concern for equity, territorial justice and the state of our education system against the need for a local administration exercising local discretion.

Not surprisingly, most comment has come from academics or practitioners of local government. Apart from the Society of Education Officers the wider education community of teachers and their unions, governors and parents have remained relatively quiet. There is an urgent need for such groups to join the debate.

What is the proposed change? As is well known, Government's grant supporting local services (the new block grant) is not earmarked for any particular service. The proposal is to allocate part of the existing block grant to education leaving the remainder for other local services; that's a parallel arrangement of grants. Local authorities would lose the freedom to move funds from education to other services and vice versa. The common assumption is that an l.e.a's education grant would be calculated using the present method of assessing local need (GREs).

The Government might support, say, 56 *per cent of expenditure* of both education and other services as at present. Alternatively, central support could be split roughly in the ratio 80:40 in favour of education. There are many other variants. For example, should specific grants for items like capitation be included within or be additional to the proposed grant? To what extent should l.e.a.s be allowed to top up their education grant from the rates? But complications apart, what are the main issues involved?

First, the role of political and professional judgments becomes more explicit. This should provoke wider discussion on, for example, the composition of the GRE, whether there need be national guidelines of provision, do we have (or need) a national system and, hopefully, what is meant by quality of education. These questions will be forced into the open.

Second, the approach provides an open, rational basis for establishing education's share of resources during falling rolls and financial cuts. This should remove much uncertainty over the amounts of money available which would facilitate the running of education – a third benefit.

Fourth, the approach would undoubtedly contribute to reducing disparities regarding levels of provision, and hence a more equitable distribution of resources. True this only refers to what goes into the system that is, inputs. It would be useful if we also had output measures, but few exist.

However, we reject the view that there is little link between resources and either achievement or quality of education – though accepting there is no exact correlation. After all, some subjects cannot begin to be taught effectively without a useful level of resources – for example, laboratory-based subjects. But the point is that any convergence of standards would help reverse the current trend whereby education is becoming a local system locally administered.

What are the likely problems? A block education grant is likely to reduce local autonomy and, consequently, will shift the *balance* of influence to the centre.

In practice, it might mean the DES defining more closely what constitutes education expenditure: a strengthening of the DES position in relation to discussions over public expenditure; possibly an increased involvement of Parliament and the Public Accounts Committee. Whether these are all undesirable effects is open to debate.

An allied fear to loss of autonomy is of central control. If control means statutory requirements, norms or standards, then present control is relatively weak. This position, of course, could change.

But given that local services, particularly education, are likely to endure further cutbacks, some may prefer a system which though more directed tries to ensure a fair distribution of scarce resources.

Otherwise, not only will our education system resemble a patchwork quilt, it also runs the risk of becoming increasingly threadbare.

Another concern is that the l.e.a.s might simply become spending bodies bidding to obtain more money with no incentive for responsible decision-making. Whatever the funding system, l.e.a.s' scope to act thus is likely to remain restricted – as under the present block grant. As to their decision-making, it should be noted that we are still talking about a block education grant.

Decisions will still have to be made at local level on dividing up the 'cake' between the various sectors; whether to increase one sector's share at the expense of another; whether to support induction training or to give discretionary awards and so on. These decisions matter.

Moving funds between, say, secondary and further education may seem less dramatic than moving funds between education and highways, but the decision is no less important. And they are local decisions.

Some argue that a separate education grant is a complex solution, and all that is necessary is to introduce national standards or guidelines. Alternatively, that education has to be treated within the context of local authority funding *per se*, and hence the possibilities of using a local income tax, etc.

We have limited ourselves here to one possibility. Nevertheless, we believe the key question is whether we want a visible national system locally administered or a local system locally administered? If the former then a separate education grant is worth considering; if the latter than we have to look elsewhere.

Alan Crispin is senior lecturer in educational administration at the London University Institute of Education and director of the SSRC project: Funding Education and the New Block Grant. Francis Marslen-Wilson is the project research officer.

Separate development

Tony Watts warns that schools will become academic ghettoes unless they play a part in Government plans to provide training for all under 18

Schools have a variety of valuable resources to bring to the Youth Training Scheme, including their experience in guidance and support, their close contacts with parents (whose acceptance of YTS is going to be important), their expertise in working with such groups as the educationally sub-normal, their physical resources, and their teaching skills.

But probably the most powerful argument is that if schools are excluded from YTS, they are likely to continue to concentrate post-16 mainly on academic sixth-formers. This may well entrench further the academic domination not only of the post-16 curriculum but also the pre-16 curriculum; inhibiting attempts to make the curriculum in the fourth and fifth years of secondary school more "relevant" in the eyes of a wider range of youngsters.

The report prepared for the Manpower Services Commission by the Youth Task Group drawn from both industry and education emphasizes the importance of the 14–16 curriculum to the preparation of young people to face the world of work and work-related relationships. If schools are actively involved in YTS, this will make it much easier to achieve the appropriate curricular changes at 14–16. Ideas and influences will seep downwards, as they traditionally have from the academic sixth form.

These arguments were discussed at some length at a conference organized by the Careers Research and Advisory Centre and the National Institute for Careers Education and Counselling, with support from the Schools Council and MSC. The conference concluded that a "genuine linking mechanism" was needed between schools and YTS. The Youth Task Group report, however, contains no reference to such a mechanism.

Instead, the DES plans for the Certificate of Pre-Vocational Education suggests that the policy that is being pursued is one of "separate development". The curricular ideas behind the CPVE seem not dissimilar to those behind YTS, with a mix of education in basic skills and in matters of social relevance, of vocational preparation focused towards broad groups of occupations, and of work experience. The balance between the components will be different, but the basic underlying aims would seem to overlap a fair deal.

The notion that the CPVE is separate but equal is, however, effectively torpedoed by the proposal of the Youth Task Group to maintain the present YOP allowance for the YTS trainees. Unless this is matched in some way by educational maintenance allowances, it is frankly difficult to see why young people outside well-established GCE streams will stay on in school. Doing so will mean accepting considerable financial loss for some presumed educational gain. Yet the nature of this gain is unclear, especially in view of the resources available for the MSC schemes. Schools, hard-hit by l.e.a. expenditure cuts, are going to find it extremely difficult to offer courses of comparable drawing-power unless new resources are made available to them.

All this is particularly ironic in view of the Youth Task Group's own reference to the problems of continuing to deal with young people in separate compartments. The group's report points out that "there is no longer anything unique or disiinctive about the clientele of any one programme". It adds that "the same providers (be they employers, education and other local authorities or voluntary bodies) are increasingly involved in all programmes and see barriers between them as often artificial, and detrimental to the needs of young people or the economy". As it happens, the report was referring chiefly to Youth Opportunities Programme and Unified Vocational Preparation schemes, but its strictures are as applicable to school-based (and college-based) vocational preparation programmes.

If schools are to be actively and extensively involved in YTS, there are major obstacles to be overcome. Some of these might be administrative obstacles relating to schools regulations regarding full-time attendance, to conditions of service, and to the need to extend school terms to cover a 48-week year.

There are deeper obstacles arising from teachers' attitudes *and from their understandable* anxiety about being asked to move away from the status and authority deriving from their subject expertise, and towards an authority based more on learning processes and on linkages with the world of work. This is a big change, and would require considerable support and reassurance, as well as substantial investment in training and staff development.

Arguably, however, such support and investment will be required anyway, if the CPVE is to be a success. The danger is that, if schools are excluded from YTS, they may be denied access both to the resources and to the contacts and influences which will be necessary to implement the concept of "pre-vocational education".

Already, there are some examples – described in the report of the Stoke Rochford conference – of *schools having established* programmes which explore the boundaries with MSC schemes. In Liverpool and other areas, schools have developed "21-hour" courses for unemployed youngsters. At Cranford School in Hounslow, a pilot "youth training scheme" has been launched for a group of pupils aged 16-17, incorporating work experience, a residential course, and an integrated curriculum including a lot of project work in teams as well as remedial work on basic skills. In Sheffield, schools have been used to provide elements of YOP, including employment induction courses, community projects, and a base for a group Work Experience on Employers' Premises scheme.

Many of the curricular components of the Youth Training Scheme are already present in a lot of secondary schools. They include work experience, community service, residential courses, social and life skills programmes, profiling, and guidance and counselling. On the whole, they have been confined to a marginal and rather fragile position in most of these schools by the dominance of academic subjects and public examinations. Moreover, there is remarkably little communication between these developments in schools and in YTS or alone any attempts to develop coherent sequencing between them. The problem in this case is illustrated by the growing competition for work-experience placements.

YTS could be a powerful lever for change in schools, helping the curriculum to become more experience-based and more skill-based. It is in any case likely to undermine the case for 16-plus examinations, and so to undermine the current focus of the curriculum at 14–16. YTS is where the action is going to be over the next few years: whether or not all the hopes vested in it are realized, it is going to have a major effect on education and training in Britain and on the structures through which young people make the transition to adult life.

If schools are *part of this action*, they will enrich it and could well be enriched by it. If they are left out, the danger is that they will be left with reduced resources to implement a diminished version of their traditional, largely "academic" role. For many young people, their final years of compulsory schooling will mean a restricted and possibly alienating experience during some of the most formative years of their lives.

Tony Watts is Executive Director of the National Institute for Careers Education and Counselling. The report of the Stoke Rochford conference Schools, YOP and the New Training Initiative *is available from CRAC, Hobson Street, Cambridge CB2 1LZ, price £2.50.*

Looking beyond the narrower confines of the curriculum

Prepare for all aspects of living, Pope urges

by staff reporters

In this only major speech on education, this week, the Pope told teachers that children should be prepared for all aspects of life, not just passing exams.

In days of high unemployment, exam certificates did not guarantee a job, he added. Many youngsters left school disillusioned and frustrated.

The Pope, who was a university lecturer for several years in Poland, was speaking at St Andrew's College, Bearsden, near Glasgow.

Students, teachers, parents and clergy who turned out to hear him were told: "It would seem to be the case that in modern times the success of a particular educational programme or system has been measured, to a large extent, by the recognised qualification it provides with a view to some career prospect.

"This would appear to be felt most in the secondary sector of education, where direction for future prospects is crucial.

"Hence the emphasis, until now, on a certificate-orientated curriculum with the certificate seen as the virtual guarantee of career expectations."

This was not altogether a bad thing, but it lacked balance and perspective.

"Nowadays, as we have been made only too aware, the possession of a certificate does not bring automatic employment.

"Indeed, this harsh reality has brought about not only deep frustration among young people, many of whom have worked so hard, but also a sense of malaise in the education system itself."

Education should be "the completing of the person. To be educated is to be more fitted for life, to have a greater capacity for appreciating what life is, what it has to offer, and what the person has to offer in return to the wider society of man.

"If we would apply our modern educational skills and resources to this philosophy, we might succeed in offering something of lasting value to our pupils and students, an antidote to often immediate prospects of frustration and boredom, not to mention *the uncertainty of the long-term future.*"

Scottish educationalists and authorities had already come to terms with this view, he said, giving due emphasis to the development of "the whole person, not only intellectual ability, but also emotional physical and social development."

His words were meant as "moral support and encouragement" for continuing work at every level in the school sector.

Pope John Paul also stressed the importance of spiritual matters and the need for specialist teachers of religious education.

It was "heartening" that the General Assembly of the Church of Scotland had united with the Roman Catholic Education Commission to *discuss the approach.*

He called on parents to be more involved in the educational structure, especially in primary and secondary schools.

Turning his attention to higher education, Pope John Paul said the purpose of a university was "the acquiring of a scientific knowledge of the truth, of the whole truth."

Young people should be able to find answers not only about the legitimacy and finality of science but also about higher moral and spiritual values.

To end his address, the Pope quoted his own words written last November in the Apostolic Exhortation on the Family in the Modern World: "It becomes necessary, therefore on the part of all to recover an awareness of the primacy of moral values, which are the values of the human person as such. The great task that has to be faced today for the renewal of society is that of recapturing the ultimate meaning of life and its fundamental values."

Pope John Paul also declared the unqualified commitment of the Roman Catholic Church to segregated schools in Scotland.

Catholic education was, above all, a question of communicating Christ and, of helping to form Christ in the lives of others. "The cause of Catholic education is the cause of Jesus Christ and of his gospel at the service of man."

The importance of the legal safeguards for Roman Catholic education in Scotland were also stressed. "Worthy of special mention, I feel, are the statutory provisions of the Education (Scotland) Act 1918, whereby Catholic schools are a constituent part of the state system with essential guarantees covering religious education and the appointment of teachers."

The Pope also went on to emphasize the importance of the Christian commitment of those Scottish teachers who taught in Catholic schools. Quoting from *The Catholic School* published in March 1977 by the Holy See's sacred congregation for Christian education, he said: "The Catholic school must be a community whose aim is the transmission of values for living. Its work is seen as promoting a faith-relationship with Christ in whom all values find fulfilment. But faith is principally assimilated through contact with people whose daily life bears witness to it."

Pupils from Chorlton Covent School who made a banner for the Papal visit to Heaton Park, Manchester

Suspension rules out home tuition for some pupils

by Julia Hagedorn

Children suspended from inner London schools are spending periods of up to a year without receiving any education.

Under present laws a child suspended from school is still deemed to be on that school's register and, as such, not liable for home tuition.

Suspension is considered a short-term measure and, whereas *if a child* is expelled the ILEA must provide home tuition or alternative schooling, this is not so in cases of suspension.

In practice, some local authorities make no distinction between expulsion and suspension. But in inner London, it is virtually impossible to get home tuition unless the child is expelled.

In a recent case involving a primary school, the child was finally given home tuition after considerable pressure from the governing body. It is thought to be the first time that home tuition has been granted to a suspended primary child.

Divisional officers will be lobbying for more autonomy over home tuition at a meeting with ILEA next week.

As part of a general review of *special needs provision under the* 1981 Act, several divisional officers are known to be keen to take over responsibility for home tutors – which at present rests with County Hall.

Under the 1981 Act, parents may take the authority to court for not providing adequate education. Although there has not yet been a case, the ILEA could find itself technically in breach of the regulations if a suspension goes on for a long period of time.

Manchester heads in official dispute

by Richard Garner

Head teachers have invoked their official dispute procedure over Labour-controlled Manchester City Council's plan to abolish corporal punishment in all its schools from September.

The local association of the National Association of Head Teachers, which represents 270 of the city's head teachers, is incensed that the plan was given the go-ahead by councillors in April without discussion about any substitute sanctions.

Mr David Hart, general secretary of the NAHT, said: "The dispute is not just over the issue of whether corporal punishment should or should not be abolished but over the whole question of alternative resources and sanctions.

"To abolish it before you have talked with the teachers' organizations about the whole question of the disciplinary set-up in Manchester, and how you are going to view the decreased level of resources, is completely and utterly illogical.

"To treat professionals such as heads and teachers in the way that Manchester and other local education authorities have done is flagrantly unprofessional and the right way to go about damaging goodwill. You cannot abolish the sanction overnight.

"If the authority agrees to enter the disputes procedure, it will then hold a meeting with the NAHT and – if this cannot resolve the dispute – there will be an attempt at conciliation under the auspices of ACAS, the government's advisory and conciliation service.

The NAHT involved the same procedure over Derbyshire County Council's decision to abolish corporal punishment, and won a commitment from the authority to provide £1m to increase staffing and counselling in its schools.

However, when the National Association of Schoolmasters/Union of Women Teachers declared a similar dispute in London, the ILEA refused to recognize the disputes procedure. If Manchester does that, the NAHT may seek a legal remedy.

The NAHT has asked Dr Rhodes Boyson, Education Junior Minister, for an urgent meeting to discuss what happens in the schools if the cane is made illegal.

It feels that the Government may be forced to abolish the cane before other means of coping with badly behaved pupils can be introduced.

● Dr Boyson, told the Conservative Teachers' conference in London on Wednesday: "It is the duty of local education authorities to support their heads and staff in maintaining school discipline. Resolutions by local education authorities abolishing corporal punishment or refusing to support their head teachers in enforcing a proper school uniform simply undermine school discipline and are likely to bring a further fall in school standards.

"The decision on what punishments the school should use should be taken by the head and staff in consultation with governors and parents and should not be decided by resolutions at party caucuses far removed from the classroom situation.

"Local education authorities, however, should act quickly and firmly to support teachers who are assaulted in school. Due to the breakdown in the family structure, the increase in the number of one-*parent families and an increasing cli*mate of violence and indiscipline and irresponsibility, often fostered by parts of the media, the work of teachers is more difficult than ever.

"Local education authorities which do not give their teaching staff full support will find that their teachers leave and that standards in their schools fall further.

"If in some schools children do not meet firm, yet fair, discipline, they will not learn to appreciate the need for the rule of law. As a result they may end up among the mindless youth rioters we have seen in our cities."

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Families say their choices have not been respected

Authority faces secondary places fight with parents

by Sarah Bayliss

More than 100 parents in Labour-controlled Bolton are appealing against the secondary school places which their children, aged 11, have been allocated.

Many are taking legal advice and lobbying MPs to support their cases.

This is the first year that parents have had a formal right of appeal under the terms of the 1980 Education Act. In Bolton where the autumn term starts unusually early – in August – the appeals will be among the first in the country to deal with parental objections.

It is also the first year in which parental choice has become enshrined in the law. Some of the appeals in Bolton will come from parents aggrieved that their children have been refused places at all four of the schools they listed as preferences.

One of them is Mr Malcolm Povah, a college lecturer, whose daughter Sharron has been allocated to a school which was not one of her four preferences and which is across town from her home, about nine miles away.

Mr Povah claims she is the only child from their village of Egerton being sent so far. She would have to leave home at 7.20 am and catch two buses to get to school on time. "I can't let her do that, especially in winter".

He has engaged a solicitor for the appeal and is in contact with a group of dissatisfied parents. They claim they were misled by the council's information on the selection procedure and have organized a petition to Sir Keith Joseph, the Education Secretary, asking him to investigate.

They argue they were not told that all their choices might fail, and in particular that if they failed to get their first choice of school, they might find the second, third and fourth choices already full up with children who had made them their first choices.

"We honestly felt we had a preference for certain schools but we've found ourselves being sent in quite the opposite direction to quite different schools."

Mrs Margaret Sotgiu, another parent, was disappointed that her daughter Michela was denied a place at any of her four chosen schools, even though they included the two schools nearest home where she already has two brothers and one sister.

She was extremely concerned about Michela's safety and described the difficulties of having four teenagers at three different schools. Apart from the cost of different uniforms they could not share equipment such as musical instruments for lessons at school and family loyalties were strained. The children already found themselves competing against each other in sports matches and there were treble the normal demands on parents to go to school plays and other activities.

A third parent, Mr Bahadursinh Desai confirmed this week that he was appealing against a decision which will prevent his daughter Anita from joining her brother and sister at their school.

Mr Tony Lewis, Labour chairman of Bolton's education committee, said that a council booklet on choice of schools had been sent out last November making it clear to parents what the effects of their choice might be. "It was made clear that if they didn't get their first choice then their other choices might be in jeopardy because of the pressure on places, particularly in church schools.", he said.

About 4,000 children were transferring to secondary school this year and 89.6 per cent had got their first choice. "I'm not wishing to minimize the problems of certain parents, but we have satisfied more people than ever before".

He added that without the 1980 Act the authority, which has just gone fully comprehensive, would have drawn catchment areas around its schools. "I'm absolutely convinced that it's the Act that has got us into problems this year."

At a special meeting of the education committee last week the Conservative group on Bolton council asked for extra places to be made available at the most popular schools.

Mr Tony Church, assistant director for schools, said that, under the Act, Bolton had to fulfill parental preference as far as it could and if there was an overdemand for one particular school then pupils were selected according to where they lived.

After comprehensive reorganization this year the education committee had been prompted to take the "difficult" decision to allow proximity to a school to override a sibling link. Former grammar and secondary modern schools could not become local comprehensives if sibling links were allowed to take priority.

● An increase in teenagers staying on in education has prompted Bolton's committee to inject an extra £40,000 into the budget for post-16 education, which will pay for an extra seven teachers.

The authority, which has previously had a staying on rate of around 16 per cent, had anticipated a 20.4 per cent return this autumn but on the most recent returns now expects a 29.6 per cent staying-on rate.

Lecturers in dispute over altered contracts

by Diane Spencer

College lecturers in Manchester meet next Tuesday to consider the next move in the dispute with the education authority over increased teaching loads and the loss of around 500 part-time posts.

The authority has sent letters to 535 staff in the city's seven further education colleges and the City of Manchester College of Higher Education terminating their contracts and offering new ones from September 1 with increased class contact teaching hours. The deadline for acceptance is June 30.

NATFHE, the lecturers' union, had declared a national dispute over the issue. Speaking to an emergency motion on the issue at its annual conference in Newcastle last weekend, Mr Peter Dawson, general secretary, said: "This is a battle that must be won.

"This is not a traditionally bad authority, but one of the most reputable and progressive in the country. Yet it has chosen unilaterally to alter the conditions of service of more than 500 of our members. If Manchester believes this is a good idea and wins, what other authorities in the north-west or anywhere might seek to follow?"

The union has instructed its members not to respond to the letters but to hand them into their branch secretaries as it will issue a collective response next Tuesday.

The authority decided to alter the lecturers' contracts which will save £400,000, as part of a package of savings of £3.4m in further, higher and adult education. Lecturers on L2 grades, senior and principal lecturers are being asked to increase class contact hours by a maximum of three. But these hours are still within the national agreement both in terms of the overall hours attendance at college and of actual teaching hours.

By increasing these hours, the authority will then save on around 500 part time jobs.

Despite four meetings of the union and the officers and two with Mr Gordon Conquest, chairman of the education committee, no agreement has been reached. Mr Michael Sterne, senior assistant education officer for continuing education, said: "We have taken the only legal step open to change their contracts."

The authority would "review its position on June 30", he said. But it is thought that the authority would see non-renewal of contracts by the lecturers as a strike.

Backing for Schools Council

The National Conference of Teachers' Centre Leaders has condemned the Government's intention to abolish the Schools Council.

At the same time, it is campaigning for a Schools Council that would be composed entirely of teachers and local authority representatives.

Mr Del Goddard, NCTL former chairman and warden of the Enfield Centre, said this week the proposal to disband the council made nonsense of the consultative exercise undertaken only months ago by Mrs Nancy Trenaman, principal of St Anne's College, Oxford. The Trenaman report, although critical of the council, recommended it should continue.

"There should be an independent national body for curriculum and examinations which involves all the parties in the education system. The two are inseparable. There is no educational argument for having two separate bodies," he said.

Kinnock plea on finance

Mr Neil Kinnock, Labour's education spokesman, has asked the Government for an assurance that local education authorities whose provision falls below the level defined as "satisfactory" by Her Majesty's Inspectorate will not have their grant cut, even if they are spending above government targets.

He has also called on Sir Keith Joseph, the Education Secretary, to ensure that any proposals he makes for changes in education funding will not place an upper limit on the amount l.e.a.s may spend.

In last month's HMI report on the effects of cuts on schools, only five out of 96 English l.e.a.s had levels of provision which were judged "satisfactory or better" under every major resource heading.

But at last week's Select Committee on Education, Sir Keith said he did not accept that authorities whose provision was not found to be "satisfactory" by the inspectorate were breaking the 1944 Education Act. Effective education was not simply a matter of resources, he said.

Call for creation of common school

The abolition of selection and the creation of a sort of common secondary school should have been the occasion for a national review of what the schools should teach, Professor Malcolm Skilbeck, director of studies at the Schools Council and professor of curriculum studies at the London University Institute of Education, said on Wednesday.

In his inaugural lecture at the Institute, he said, that the country needed "a common, compulsory core curriculum and that in order to achieve it, we need the common school."

At primary level, schools were almost the universal schools of the nation. The growth of comprehensives was a move towards a form of common secondary school, "but we have not thought out its principal curriculum strategies and priorities. We have yet to define an adequate core curriculum for the common school, let alone establish it in our schools."

Moves to create a national framework had been put in some doubt by the abolition of the Schools Council, which might have been the best arena for making real progress. "The council did not do this, and a realistic appraisal of its membership and structures raise doubts about the possibility of its being able to do so even if the Secretary of State held his hand."

Even so, the uniquely representative nature of the council suggested that an opportunity for change existed in the late seventies and was now lost. One of the proposed new bodies might concern itself with the core curriculum but this was uncertain given their limited terms of reference and other priorities.

Professor Skilbeck also attacked left-wing critics of the core curriculum who argued that a national framework for the curriculum was a means of legitimizing the power of ruling groups. "A conspicuous weakness of this type of commentary is its substitution of what is essentially an uncritical and unreflective set of ideological assertions about motives, interests and causes for the systematic analysis of the ideas, processes, groups and situations that constitute the dynamics of education policy making."

Special snap

This photograph entitled *"I'm special!"* is the winner in the Pre-school Playgroups Association competition. Margaret Wainwright, an Edmonton mother, won first prize for her picture of Louise, a Down's syndrome child, with Ros McFarlane, a playgroup helper.

They were in Edmonton Green Playgroup, an opportunity group in north London, which provides specially for disabled and handicapped under-fives.

Margaret's prize is a camera and monitor. "My own family will be my main subject matter, but now I'll

Support for Whitehall's 17-plus plan

The heads of the leading examination bodies are backing in principle the Government's plan to introduce a single new qualification for young people aged 17-plus. Mr William Shelton, Education Junior Minister, said this week there were some problems mainly financial that would have to be tackled, but he was confident that they could be resolved.

Opening a conference in Bristol on examinations at 17-plus attended by representatives from examination bodies, local education authorities and teachers, Mr Shelton said he had had a meeting with the chairmen and chief officers of the examination bodies.

Talks would now be arranged between the examination bodies and Department of Education and Science to work out guidelines for the proposed consortium which will run the qualification.

"One or two of the examining bodies had reservations about the financial implications of the proposals for their own operations.

"I explained at my meeting with the examination bodies that the DES intends to give guidance to the consortium and that the guidelines will:

● make it clear that the consortium will not be expected to duplicate work which has already been done by existing bodies;

● ensure that examining bodies are properly recompensed for their contributions to the development of syllabuses."

Union vacancy

The National Association of Schoolmasters/Union of Women Teachers is looking for a new deputy general secretary to replace Mr Fred Smithies, who has recently been elected as Mr Terry Casey's successor as the union's general secretary.

Richard Garner at the National Association of Head Teachers conference, Bournemouth

Beware of staffroom Red Robbos

Head teachers are having to face "a few Red Robbos" in the staffrooms of some of their schools, Mr Ken Dyos, the incoming President of the National Association of Head Teachers, told his union's annual conference in Bournemouth on Wednesday.

Mr Dyos, headmaster of Hylton Red House secondary school in Sunderland, said that the "most serious and insidious consequence" of the tactics adopted by teachers during industrial sanctions was "the succession of unilateral redefinitions of teachers' contractual responsibilities which have been allowed to pass unchallenged while the disputes have lasted.

"As a result there are a growing number of teachers, at all promotion levels who now hold a much narrower view of the duties that are required of them than was understood at the time of their appointment."

Mr Dyos continued: "These uncertainties strike at the very heart of the internal organization and management of schools, and of their general corporate life, and must be satisfactorily and unequivocally resolved.

"Whether that can best be achieved by the immediate setting up of a single negotiating body to consider teachers' salaries and conditions of service, at which HMI should undoubtedly be represented, or whether the Inner London Education Authority will succeed in their reported intention to seek a negotiated solution on their own with their own teachers and so pre-empt that, may be a matter for debate. What is in no doubt is that answers to these questions must be found and found quickly."

More reports of the conference debates will appear in next week's issue

Mr Dyos went on to accuse Sir Keith Joseph, the Education Secretary, of acting as if he was the Secretary of State "against education rather than for it" and added he should put a stronger emphasis on encouragement, support and commendation to the teaching profession.

Mr Dyos also gave a warning of the dangers of upsetting the balance between local and national government control of education.

He said there was "a swing very far towards remorseless centralization", adding: "However attractively simple that may appear to be as a solution to our present difficulties, it would be altogether too dangerous: it would reduce councils to being mere puppets of Westminster and Whitehall and Elizabeth House, monkeys dancing to tunes selected by the organ grinder. And that would have great implications for the curriculum."

He attacked the growing practice by which schools were forced to overcome deficiences of public funding by their own fund-raising efforts, saying: "The whole idea conflicts with the long-standing tradition in our schools of encouraging service to the local community and raising money for local or national charities, not sponging on them. It is also the antithesis of the spirit of the great 1944 Education Act as I have always understood it."

He was scathing about "the tragi-comical soap opera which masquerades under the once dignified and respected name of Burnham" saying it had caused "serious and lasting damage not just to the morale of the teaching profession, but to attitudes and progress and relationships and thereby to the general efficiency and ethos of schools."

He quoted from one letter from a CEO – which was later withdrawn after the intervention of the NAHT – which said: "I must advise you that if you fail to provide free school meals in these circumstances the authority will regard your industrial action as a fundamental breach of contract, for which the authority will withhold your salary while the action continues. It will make such ex gratia payments as it considers appropriate for the work actually performed."

Mr Hart made a strong plea for pay and conditions of service to be negotiated together in future, adding that the present system had "no logic whatsoever".

"A merged body will not necessarily resolve all our problems over the contractual position of teachers," he added. "However, it will allow negotiations to take place in one forum and might provide an impetus towards a proper definition of the contractual obligations of teachers in terms of cover for absent colleagues, staff meetings, and parents' evenings, quite apart from the acute problem of mid-day supervision.

"In my view, the profession does itself no good by its devotion to sanctions which can be imposed with impunity yet relate to activities which

Interference is political

Blatant acts of political interference in the running of schools are causing head teachers "serious concern" and undermining their morale, Mr David Hart, general secretary, told the National Association of Head Teachers' conference yesterday.

He cited one example from Lancashire where the local Labour Party had, he said, issued guidance to school governors which included a plea for them to choose "a chairman who is able to stand up to the head teacher".

It added: "Governors should learn to read between the lines of the head teacher's report because it is as important for what it conceals as for what it reveals."

Mr Hart went on to tell of "a similar piece of nonsense" which he said had been written by left-wing lecturers at the Preston Polytechnic and Edge Hill College of Education over governors' rights over the curriculum. This had been challenged and "knocked on the head" by local head teachers.

"But we do have to be vigilant, as our federation subsequently was in Avon," he added.

"In this case the guidelines, which were from an anonymous source believed to be not unadjacent to the left-wing of the Labour party, gave detailed information on how to demoralize heads, cause dissent among staff, pupils and parents and outmanoeuvre other governors.

"The suspicions and distrust caused by these documents is very real. I believe we have an obligation to make sure not only that the crucial role and responsibilities carried out by heads are not usurped or undermined in this manner, but also that such bungling intermeddling is not allowed to sap morale."

Mr Hart went on to attack some Chief Education Officers for "political" interference during the recent industrial sanctions by teachers.

"I call them 'political' because I cannot believe that any CEO would be so inept as to issue such instructions to heads during sanctions unless he had been told to do so by his education committee.

"When sanctions were announced it was evident to anybody with an ounce of common sense that heads would be the 'pigs-in-the-middle' and that they needed flexible guidelines on l.e.a. attitudes, thereby enabling them to take professional decisions which were in the interests of their pupils and had regard for the situations in their own schools."

David Hart ... morale is being undermined

by any standards are essential to the education, safety and welfare of the pupils in its care.

"Secondly, the roles of the deputy head and senior staff have been sharply brought into focus. Deputy heads are paid to deputize, heads of department are paid to attend departmental meetings and heads of year and house are paid to attend meetings or participate in supervisory duties which involve some element of pastoral care.

"They should not be allowed by weak-kneed employers to opt out of meetings or supervisory duties unchallenged."

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Diane Spencer reports on the NATFHE conference in Newcastle

Dawson hits at employers over jobless training

Employers were warned by Mr Peter Dawson, general secretary, that NATFHE was not "in the business of giving away hard won conditions of service."

On the MSC's proposals for the young unemployed, he said: "We want the scheme to succeed." But he criticized employers for failing to discuss conditions of service agreements in the light of new schemes. "The only response we have received is one which appears to threaten the basis of our existing collective agreements."

He urged Mr Norman Tebbit, Employment Secretary, to accept the proposals of the Manpower Services Commission's task group in full.

"You will not be readily forgiven if, in the interests of departmental pride, ideological purity or anything else, you set aside any significant part of the findings of the group and render the whole enterprise absolutely sterile."

On redundancies, Mr Dawson said the "whole situation is madness and betrays a total lack of coherent philosophy by the Government and the local authorities."

Education authorities were prepared to risk a situation where of two lecturers in the same subject, in the same town, the same age, declared redundant, one, in a university, would get about two years salary under a government imposed scheme, while the other, in the public sector, would only get the minimum legal redundancy terms.

He warned that the fight over the Heseltine bill on local government was not yet won. It was natural to think of the attractions of an alternative basis of government when an individual authority – such as Manchester today adopted a harsh and unsympathetic approach to the education service. "But who can really believe that untrammelled, unconditional control of the education service by central government – of whatever party – could be anything but a disaster?"

This was why the National Advisory Body for public sector higher education should succeed. NATFHE and other organizations had fought off a plan to transform this sector into a separate entity controlled exclusively by Sir Keith Joseph nominees.

Norman Tebbitt strong warning

First for union as it votes overwhelmingly to join CND

NATFHE has become the first teachers' union to vote to affiliate to the Campaign for Nuclear Disarmament.

The 430 delegates representing the 73,000-strong union voted overwhelmingly at its conference to join CND.

In an earlier private session a two-thirds majority was just secured to change the association's rules to allow it to pursue non-party political objectives.

Left-wing delegates from the North-west region who had been mandated to oppose the rule change did not vote. They said they had left their voting papers at home.

Although the rule change was supported by the majority of the executive, many had serious misgivings. Mr Peter Knight, a former president and executive member, said he would fight the decision. He argued it would lose the association many members.

Mr John Baillie, executive member, who proposed the change, said members had expressed their main worries. He sought to allay these fears:

- There would be no loss of members. In 1966, he said, the Association of Teachers in Technical Institutions (a forerunner of NATFHE) had voted to join the TUC and the same argument was used against it. After a 12-month check, it found only 17 members had left for that reason.
- The union would not begin to put its resources into political rather than professional concerns as had been feared;
- It would not embark on "an affiliation binge, joining every trendy, left-wing organization in sight."

"But as members of a trade union we are in politics whether we like it or not," said Mr Baillie.

Ms Sandra Peers, from outer London, proposing the motion to join CND, said: "There can be no more serious and urgent fight than for our survival. The Falklands crisis proves that we are living in an extremely dangerous world."

Mr Norman Egan, from the north west, opposing, said the membership should be consulted otherwise they would be "press-ganged into joining." To which a member of the audience replied: "What about being press-ganged into a war?"

Also opposing affiliation, Mr Cecil Robinson, the incoming vice-president, said it would be far more effective to recruit individual members to CND than join as a union. "I live in spitting distance of a prime target and I am personally opposed to such weapons," he added.

Falklands peace call

The TUC should campaign for a peaceful settlement of the Falklands crisis, the conference agreed in an emergency resolution. Mr Jim Richardson, executive, proposing the motion, said he had been criticized for doing so as it would "be letting our boys down." As he had been one of those "boys" in the 1940s, he had not felt let down when Nye Bevan and others had discussed in Parliament the kind of conditions they were fighting in. "Our boys would want us to discuss this – as they did then."

"I was told it was not NATFHE's business – but no other issue is more important than this. If it doesn't discuss this, it does not deserve to discuss anything."

Mr Bob Cant, East Anglia, said a peaceful settlement could only be reached by an immediate withdrawal of the task force.

No pay policy decision until December

The union will be virtually without a pay policy until the end of the year following a resolution, against the advice of the executive, to call a one-day conference in December "with full authority to determine salary policy for 1983."

Mr Peter Dawson, the general secretary, asked delegates to reject this amendment to the main motion on salaries as it would cause him to go into joint public sector union negotiations with the TUC in July without a detailed policy.

The original motion instructed the executive committee to pursue the co-ordinated public sector union strategy and then detailed the salary policy. This included maintaining living standards, safeguarding relativities with universities and reducing excessive differentials. The amendment deleted these details and instead called for the conference.

"If there is a sea-change, an economic catastrophe that will bring about a change in the public sector, if the executive did not call a conference, the regions could call a special conference," argued Mr Dawson. "Please think, let us have our policy stated clearly and firmly now."

Mr David Triesman, a member of the executive, said without the details the negotiators would "go naked into the discussions with fellow public sector unions"

The amendment was carried by 211 votes to 156.

President warns of pull-out from NAB

NATFHE will pull out of the National Advisory Body for local authority higher education if it "becomes a sophisticated arm of the Treasury".

Mr Malcolm Lee said in his presidential address: "If the time comes when we are convinced that we are just giving spurious respectability to a useless exercise, we will leave."

The association has two members on the board.

Mr Lee added: "The acid test of local education authority and government commitment to the NAB will be when it asks for extra resources, as it will have to do sooner or later if it is to do its job properly. If the NAB fails and ceases to exist, then this will only give more power to the Secretary of State," he said.

The association wanted a body that would stand up for and lobby for the public sector and one which was credible, and this implied the need for an adequate academic input. He justified NATFHE's membership of NAB by saying it was crucial to monitor NAB's work closely.

He urged the Government to accept the recommendations of the Manpower Services Commission on vocational training for young people. They represented the considered views of education, employers and the trade unions, and their support was central to any scheme.

It was "unacceptable" that only about half of our young people received any systematic vocational preparation when the figure was 90 per cent in West Germany and more than 80 per cent in France. Of the 16-year-old boys entering jobs, about 35 per cent got no training and 15 per cent hardly any. Girls fared even worse.

He approved of the emphasis on building a permanent bridge between school and work, but it was imperative to take in further education.

The Department of Education and Science came under fire for its lack of leadership and initiative. "The expanding work of the MSC, the Government's New Training Initiative are indicative of the passage of power from the DES to other departments and to some extent the power of local education authorities has been eroded," he said.

There was strong criticism of Mr Malcolm Lee, association president, for suggesting in his conference address that the Association of Polytechnic Teachers might "wish to reconsider their position and seek a way back into the family via a joint membership scheme."

Mr Lee (pictured above) was booed at this point in his address and later nine out of the 14 areas tried to get an emergency motion on the agenda to discuss this.

They failed, largely because under the present rules the president has the final say on which emergency resolutions can be accepted. The rules were amended this year, so a future president will not have the same discretion.

The steering committee which advised him not to accept the motion, thought that the president had the right to speak in a personal capacity and his views did not necessarily reflect those of the conference.

Pledge on training scheme

Members would not be used as warders of any compulsory training programme for young unemployed, Ms Patricia Leman, executive member, warned in a debate on the MSC's "Agenda for Action".

The Government's White Paper on the New Training Initiative was a "callous and cynical attempt to sentence young unemployed to short, sharp shocks in compulsory PE, and to mask unemployment," she added.

Delegates agreed they were totally opposed to any compulsory element in any new scheme. Ms Susannah Lash, north west region, said the reason people were unemployed was not because they were unskilled but because there were no jobs. Training was no solution to unemployment.

The task group's proposals were a "hammer blow – there was no FE in it," Mr Tony Corcoran, from the northern region claimed. "Our love affair with the MSC is over."

Mr Tom Longden, West Midlands, criticized the Department of Education and Science for having "hardly raised its head above the parapet since it lost the initiative to the MSC."

Mr Athur Colledge, executive, and a member of the task group, said many questions on FE still had to be resolved; but the scheme would be an important step on the road towards a comprehensive provision of education for the post-16 group. Even though most people in the education service would have wished it had been their responsibility, not the MSC's.

NAB hope

The National Advisory Body on public sector higher education will operate as openly as possible, Mr John Bevan, its secretary, said at a fringe meeting. But he warned that open government was not always comfortable.

"When I write a report for NAB it becomes a public document," he said. But these could be misunderstood, misused or used unintelligently.

Speaking of the recent publication of a list of courses which could be axed, he said it risked being the first step to a self-fulfilling prophecy. "You can't be surprised if some employers do not send people to your courses because they think they won't be there when it is not necessarily the case."

Earlier, the conference decided by a substantial majority not to pull out of NAB. The outer London region had tried to persuade delegates not to support NAB as it was not a body to serve their interests.

Mr Frank Griffiths, executive, arguing against withdrawing, said that the NAB with NATFHE involvement was all that stood between advanced FE and Sir Keith Joseph.

Mr Roger Jinkinson, executive, said if the association left NAB it would then be run by polytechnic directors, college principals, education authorities and the DES.

Leeds education authority came under fire from Mr Sidney Cohen, of the Association for Adult and Continuing Education, for removing physical education from adult education to the department of leisure services.

"This is also responsible for crematoria, so adult education is going from the sports hall to the grave," he said.

NUT link-up

Delegates agreed to cooperate with the National Union of Teachers in negotiations with local authorities on tertiary reorganization schemes.

However, they diluted the original motion which said: "It is essential that the association and the NUT proceed in any such negotiations on a mutually-agreed basis both locally and nationally," to "The association and the NUT should seek to . . ."

Mr Keith Levett from Wales, said re-organization was being done on cost, not educational grounds. Co-operation was essential otherwise NATFHE members would be suspicious of NUT members trying to grab jobs, and vice-versa, and "employers would be laughing all the way to the bank."

Ms Nathalie Hadjifotiou, East Anglia, proposing the amendment, said delegates could find their hands tied in the interest of their own members in support of the NUT, although she put a high priority on co-operation.

Jobs protest

In an emergency resolution, the conference deplored the decision of South Tyneside to make five teaching staff redundant at South Shields Marine and Technical College without consulting the association, and resolved to fight "these unjustifiable decisions".

Mr Jack Grassby, a lecturer at the college, said: "If we allow this policy to be developed by Labour-controlled, so called pro-trade union councils of the North, what can we expect from the Tory anti-union councils of the South?"

He called on NATFHE to black all vacant posts in South Tyneside and seek the co-operation and support of other local authority trade unions. "In particular we will expect questions to be asked of NALGO regarding the action of chief officers who initiate, recommend and implement a policy of compulsory redundancies in defiance of TUC policy and that of their own union."

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Employers less willing to recruit poly graduates

by Biddy Passmore

Polytechnic graduates have more difficulty finding a job than university graduates, a Department of Employment research project has revealed.

In 1980, about a quarter of the polytechnic graduates who entered the labour market were still without a permanent job at the end of the year, compared with 17 per cent of those from university. But in some subjects, polytechnic graduates fared very much worse.

More than half of the men polytechnic graduates in arts or humanities and biology were still unemployed six months after graduation as were 40 per cent of geographers and 45 per cent of psychology and social science graduates.

And polytechnic fine arts graduates had very high unemployment rates indeed: 63 per cent for men and 60 per cent for women. The figure for university graduates did not exceed 38 per cent in any subject.

This startling difference is revealed by Mr Jason Tarsh of the DOE's Unit for Manpower Studies in the latest issue of the *Employment Gazette*. He suggests it may be because polytechnics tend to take less able entrants and that the traditional employers of graduates are not yet fully aware of the polytechnics as a potential source of recruits.

The figures also show that, subject for subject, women graduates are more successful at finding employment than men.

Mr Tarsh suggests that this "puzzling" phenomenon may arise because employers are more willing to hire women for non-graduate jobs – and women are more willing to lower their sights and take them. Careers advisers also say that employers may perceive women as more mature and willing to work, he reports.

"Overall, however, women's unemployment rate is slightly higher than the men's because they tend to graduate in subjects which are less in demand from employers.

There are clear differences in employment prospects between degree subjects, Mr Tarsh shows. Engineering has by far the lowest unemployment rate and languages and arts the highest. Science and social studies vary greatly according to the subject, with biology graduates, for instance, faring much worse than those in maths and physics, and sociologists much worse than accountants. Graduates in subjects involving high levels of numeracy fare best.

Subjects where the graduate's chance of a job is higher than average are, as expected: medicine, dentistry, accountancy, engineering subjects, business studies, law, maths, computer science, physics, geology and economics.

Subjects with an unemployment rate more than 50 per cent above average are: general arts, English, biology, sociology, psychology, history, combinations of biological and physical sciences, biochemistry, chemistry, French and geography.

Judging by applications to universities between 1976 and 1980 (there are no comparable figures for polytechnics), Mr Tarsh says sixth formers have generally responded accurately to changes in the graduate employment market. An exception is biology, where unemployment has been above average for several years, and yet applications have continued to rise.

He also points out that the cuts administered by the University Grants Committee have been "quite closely in line" with the graduate market analysis in his paper.

Class of degree is as important as choice of subject, the figures show. Among university graduates, those with second class degrees had an unemployment rate three times that of graduates with firsts, although the difference was slightly less marked for women.

The average starting salary for 1981 graduates was £5,200. But, once again, success depended on the market value of the graduate's subject, with engineers earning most, arts and social science graduates least and scientists in between.

Figures from Leeds, Salford and Bradford universities suggest that engineers could expect an average starting salary of about £5,300, with civil engineers getting as little as £4,500 and chemical engineers as much as £6,200. Arts and social science graduates normally started at about £4,700 although some applied social scientists, such as those with business degrees, could command £5,500.

Looking back over the past seven years, Mr Tarsh concludes that it is engineering which is most sensitive to changes in general employment conditions. In the 1975–76 recession, engineering unemployment doubled whereas it only rose by about 25 per cent in arts and languages, and a similar pattern was repeated in the 1978–80 recession. This is because graduates in arts and social studies find employment in a wider range of industries, he says.

The Labour Market for New Graduates, by Jason Tarsh in Employment Gazette, May 1982, HMSO £2.25.

The Bard comes alive on stage for the GCE candidates

by Richard Garner

David Smith plays Macduff

Hundreds of youngsters studying for their GCE O and A level examinations are finding out that Shakespeare is alive and well and living in the London borough of Islington.

For, reinforced by a substantial grant from the Greater London Council and sponsorship by several private companies, the St George's Elizabethan Theatre in Tufnell Park, has launched a day-time theatre workshop for schools.

Over the year, the theatre expects about 45,000 children will have visited the workshop from schools all over London and the Home Counties.

The idea is to explain a little about the plays to the children in the morning – and given them a matinee performance in the afternoon. At present the theatre is staging *Twelfth Night* and *Macbeth*.

The workshops concentrate on GCE 'O' level Shakespeare plays during the spring term – and on 'A' level set plays in the autumn. In addition, the theatre is planning to run a day-long theatre arts workshop for children in the future.

School facilities are under used

Too many communities are being denied access to the sports facilities in their local schools, the Sports Council claimed this week.

In a report published yesterday, the council laments that little progress has been made during the 20 years since the Department of Education and Science recommended the community use of school premises.

"Just over one in six of secondary schools have sports facilities for community use yet even of these 10 per cent remain closed during evenings and weekends and a staggering 40 per cent during the holidays," says the report, "*Sport in the community – the next 10 years.*" Of the other five-sixths with school sports facilities a quarter are unused in term time and 78 per cent in the holidays.

"Likewise 38 per cent of primary schools have sports facilities but of those only a quarter are used in term time and only 8 per cent in school holidays."

Although education authorities have now been overtaken as the largest providers of sports facilities by municipal authorities, the council still ascribes a vital role to the education system. "Primary schools are still the place where the basic skills of physical activities can be learnt," it says.

Young people between 13 and 24 are one of the two age groups picked out for special attention by the Sports Council in its 10-year plan to get millions more people taking part in sport. The other age group on which the council will concentrate is the 45–59s.

"Both these groups are at points of major change in life patterns when new behaviours and attitudes are formed. Thus any sports participation developed at these times is more likely to carry over into later periods of life."

The target is to attract another 1.7 million men and 3.9 million more women into sport by 1993. During the first five years the council calculates it will need an extra £215m.

The strategy is to divide the programme into two five-year periods. Besides raising extra money, the first five-year plan aims to raise standards of coaching in 20 selected sports and promote the building of 800 sports halls, 50 swimming pools and 3,000 new or improved outdoor pitches or courts.

The target up to 1987 also includes the building of a new national arena, the establishment of a national outdoor stadium and national training centres for 11 different sports.

The Sports Council document setting out the plan points out that while falling rolls will mean 400,000 fewer children in the 1980s taking part in school sport, the most active age group after school, the 16–35s, is expected to increase by more than half a million.

The Sports Council has been worried for some time about the large numbers of teenagers who drop out of sport once they leave school. A pilot project in two areas in the mid-1970s to find ways of countering this by establishing links between schools and local sports clubs achieved little success.

In the first five years the plan is to attract 50,000 more sportsmen and 270,000 sportswomen aged between 13–24. But the council recognizes that "although participation is made possible by facility provision, it is made actual only by sensitive management, inspiring leadership and energetic promotion."

The council will also encourage much closer links between the school curriculum, the range of local authority recreation services, adult education programmes and adult sports clubs. "At present there are far too many examples of gaps and overlaps between these provisions."

Sport in the community – the next 10 years. Sports Council, 16 Upper Woburn Place, London, WC1, £2.00.

Six-a-side teams earn trip to Wembley

Six 10 to 11-year-olds will mount the steps to the Royal Box at Wembley tomorrow to collect a cup and their cup-winners' medals.

They will be winners of the English Schools' Football Association and Smiths Foods six-a-side championship which began last autumn with a record entry of 6,000 teams.

The four area champions to play off tomorrow are: north-east, Holy Names RC middle school, Leeds; north-west, Milby middle school, Nuneaton; south-east, St Mary's and St Michael's middle school, London, E1 and south-west, Dedworth middle school, Windsor.

The trophies will be presented by Mr Malcolm Ferguson, Smiths Foods deputy managing director. The firm has also presented a set of 12 football strips including track suits to each of the four finalist schools.

The final will be followed by the England versus Scotland under-15s international.

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Primary and Pre-school

The language project that is the talk of Lancashire schools . . .

by Julia Hagedorn

Eight-year-olds at Deepdale primary school in Preston played host to some unusual visitors last week. Two strangers, speaking an incomprehensible language and dressed in flowing garments of a vaguely Eastern flavour, held the children spellbound for an entire day.

The strangers – Lishuma and Rishako – were in fact two actors from the fictional land of Moohara or, more precisely, from Lancaster's Theatre in Education group attached to the Duke's Playhouse in Lancaster.

The visit was part of a pilot project in Lancashire which is designed to provide a stimulus for the development of English and create a platform for cultural exchange between pupils.

The group usually visits schools with a mixture of ethnic minority groups and white pupils where it is thought important to reinforce the culture of the black children.

Deepdale is, however, exceptional in that it has an intake which is 98 per cent Muslim Indian. And the children were so delighted to meet others who were strangers and could not speak English that they helped them to name clothes, food and jewellery.

At Deepdale the theatre group were fascinated to find the syllabus takes as its starting point the culture of the Gujerati speaking children.

But there was visible proof that the one Urdu-speaking eight-year-old does not lose out.

His artist grandmother brought her entire collection of religious paintings to the school on the day of their visit and sat on guard as the children filed past to admire them.

A Moohara visitor talks to a young girl.

Authority fears pollution may be affecting children's IQ

ILEA to commission more research into lead hazards

by Sarah Bayliss

The Inner London Education Authority is commissioning more research on the effects of lead pollution on children's intelligence and has renewed its demand for lead-free petrol.

ILEA's scientific adviser has been asked to take further readings of lead levels in dust and air in schools and playgrounds judged to be "at risk".

There will also be an initial survey of lead in drinking water in the authority's boarding schools outside London. Water carried by lead pipes has been known to become polluted.

Research published last year on primary pupils in Greenwich, South East London, confirmed that there was a significant difference in intelligence and behaviour between groups with high blood lead levels and those with low levels.

The author, Dr William Yule, is now doing a further study to establish the influence of social factors and parental intelligence on children so that the influence of lead can be seen more clearly.

As well as approving further research ILEA has agreed that a leaflet on this issue be prepared for parents and written guidance to be given to primary and nursery school heads about lead hazards.

The authority will also examine its current methods of dealing with old external paintwork – often with a high lead content – when schools are repainted. A code of practice will be drawn up to ensure that school sites are cleaned properly during and after decorating.

ILEA intends to make representations to the Government, for a ban on leaded petrol as soon as possible.

It will also ask the Association of Metropolitan Authorities to provide funds for new research and cover the extra cost of maintenance work.

Fall in primary rolls slowing down

by Philip Venning

The end of the fall in primary numbers is in sight – at least for the moment. Figures from the Department of Education show that primary numbers in English schools will hit bottom in 1985, when they will be 30 per cent lower than the 1973 peak.

But the DES is being cautious about predicting numbers much beyond that date because the trend of the birth rate is so erratic. After falling from 1964 to 1977, the birth rate began rising again, partly, it was assumed, because women who had postponed having children earlier were deciding they could delay no longer.

However, last year the rise began to falter, adding new confusion for the statisticians whose job it is to predict the future demand for primary teachers, buildings, and so on.

As a result, the DES is working with several widely different forecasts: a high and low variant, and a smaller central range, marked out by upper and lower limits.

If the birth rates do not rise again but fall back to their 1977 level, primary rolls will barely increase from their 1985 trough, while "an even lower birth rate, below any previously recorded in this country, could result in further falls in future years."

On the other hand, a high birth rate would soon restore pupil numbers to their 1960s levels.

Numbers of pupils in maintained nursery and primary schools in England

(Thousands)

	1976	1981	1982	1983	1984	1985	1986	1991	1996	Birth projections	
Under 5*	370	333	327	320	310	301	310	390	410	high	
							300	360	380	upper	central
								330	340	lower	range
							290	290	300	low	
5–10	4488	3861	3686	3487	3380	3338	3350	3886	4537	high	
								3749	4229	upper	central
								3654	3977	lower	range
								3434	3468	low	

(*Full-time equivalent)

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Playground conversations of Welsh pupils taped

More than 100 children in South Wales have been helping with a project on how primary age pupils talk to each other.

Tapes have been made of conversations of 120 children aged between six and 12 from the Pontypridd area, as they played in small groups.

The transcribed tapes have been analysed to see how the children handle vocabulary, sentence structure and other aspects of speech. These analyses are about to be fed into a specially-designed computer program.

The project has been carried out by Dr Robin Fawcett and a team in the Polytechnic of Wales department of behavioural and communication studies.

Survey findings will be made available to help those engaged in work such as speech therapy, language teaching and the writing of school textbooks.

The children in the survey were equally divided between boys and girls – and among four income groups, as well as into sections covering the ages six, eight, 10 and 12, making three children for each play group.

This establishes a set of "norms" to assess what the level of complexity should be in the speech of a child, depending on his or her age, background and sex.

Dr Fawcett said: "A lot of work has been done on the speech of under-fives, *but relatively little on the* older age group. Many people imagine that a child has already learnt all his syntax by the age of six – but, in fact, he goes on learning.

"What we hope to show is precisely how language continues to become more complex, in terms of a number of different types of complexity. We are getting quite excited about what the computer analysis may tell us."

New physical education course starts this autumn

A new course – believed to be the first of its kind in the country – is to begin at Avery Hill College, London, in September. The course is for teachers in the primary school who wish to further their knowledge of teaching physical education.

It is equivalent to two years part-time study and leads to a Diploma in Professional Studies (DPSEM) 'Physical Education in the Primary School', and was validated this term by the Council for National Academic Awards.

It is the only Diploma for Physical Education in the Primary School validated by the CNAA in the country.

In brief

Where new tech lags behind

The East Midlands is lagging behind the rest of the country in its use of new technology, Mr Paul Ffoulkes, chairman of the region's further education council claims in a report from a summary of a recent symposium organized by the council, which is being circulated to MPs, educationists and industrialists.

A lack of knowledge and skill among management and teachers is inhibiting the use of equipment, and there is no sense of urgency about exploiting microelectronics, the report adds.

Industry and education authorities should allow teachers and managers to go on new technology courses. "The future well-being of our industries and the prosperity of our nation depend on how urgently and successfully we all tackle this new Industrial Revolution," Mr Ffoulkes said.

Unaffected by cutbacks

Environmental education has not been affected by cuts, according to the annual report of the Heritage Education Group, because the work of the group was not primarily based on cash, "but on adrenalin and enthusiasm." Since 1976 *the group has* been involved with at least 14,000 pupils and more than 1,000 teachers, education officers, planners, architects and others.

Rising demand for counsellors

The United Kingdom Council for Overseas Student Affairs (UKCOSA) has dealt with nearly 3,000 queries during the past year, 800 of them from students in financial difficulty and 700 about immigration problems. The council's annual report says its services have never been more in demand and warns the Government that its policy on full cost fees for overseas students is likely to undo most of the goodwill built up through educational links with other countries over decades.

Allowance for disabled doubled

The maximum allowance for disabled students receiving a mandatory grant for 1982/83 has been doubled from £250 to £500. There is also an improvement in the rates of allowances for students with dependent children. The increases in the rates include an additional £70 for each dependent child.

A home for Barnardo letters

Records of life in Victorian homes are among the large number of archives presented by Dr Barnardo's to Liverpool University. They include personal documents of the founder as well as details of the charity's accounts, and records of children emigrating to Canada and Australia.

HND option pioneered

Buckinghamshire College of Higher Education in High Wycombe will be the first in the country to run a two-year full-time Higher National Diploma course in Business Studies with modern language and secretarial studies options. The new course will begin in September.

Suffolk sets up equipment unit

Machinery and equipment for science and technology subjects in Suffolk schools need more regular inspection, repair and maintenance, according to the Government's Health and Safety Executive.

These criticisms have prompted the county's education department to recommend the establishment of a special unit, to tackle the job.

The education committee is expected to approve the unit later this month. It will cost £7,650 in capital to set up and more than £20,000 a year to run.

A spokesman from Suffolk said this week that estimates from private engineering contractors had proved it would be cheaper for the county council to set up its own unit.

He said there was "no immediate panic" about the state of machines and equipment in Suffolk schools and he believed other authorities had come under similar scrutiny.

"The executive have been inspecting over a number of years and are saying we ought to be in line with their requirements by now. They've accepted this can't be done overnight but we have promised to undertake a programme of improvements."

Minister approves closure of Croydon secondary schools

by Sarah Bayliss

A decision by Sir Keith Joseph, the Education Secretary, to approve the closure of four secondary schools in the London borough of Croydon was greeted with relief by the Conservative council's leadership this week and welcomed as an opportunity to establish a tertiary college by 1984.

The decision, which was made on the grounds that the schools were too small to be viable, has been described as a "mini-reorganization" by Mr Donald Naismith, Croydon's director of education.

It will lead to the disappearance of 1,500 secondary school places and will free the Heath Clark high school site, earmarked to become part of a tertiary college in partnership with the Croydon College of Further Education.

Earlier this year Sir Keith infuriated the council by rejecting a borough-wide plan which would have abolished sixth forms and created one massive tertiary college with five semi-autonomous centres.

At the time he conceded Croydon had steeply falling rolls and agreed to consider separately the case for closing four rapidly shrinking schools as a matter of priority. These are the four he has just approved.

The remainder of the major scheme had to be replanned by the local authority and 15 closure notices have now been published. Three sixth-form colleges, administered under Schools Regulations are proposed. The two-month objection period covering them expires on July 14 and within a month of that date the plan will be on Sir Keith's desk.

The closures approved by Sir Keith last week include three 11 to 14 schools, one girls' and two mixed. They will cease to accept any new pupils from now on. The fourth school is Heath Clark high, a mixed school for the 14s to 18s.

The original proposal was for Heath Clark to cease as a school from September 1986 but Sir Keith has brought the date forward to 1984 because of falling rolls.

Mr Naismith said the mini-reorganization represented a significant move towards removing the break at 14 which existed in some Croydon schools and which contributed to the complexities of the borough's education system.

"We are also delighted that the Minister's decision has allowed us to bring forward the Heath Clark plans by two years."

Mr Derek Loughborough, the chairman of education, who had earlier said he was "very very angry" at Sir Keith's rejection of the original plan, said this week he was "simply relieved" that the fate of some schools had finally been decided. "At last we can get on with the essential administration for this year, telling parents and teachers which schools are definitely closing."

Croydon currently has 4,000 surplus secondary places and by 1990 would have 10,000 unless some reorganization went ahead.

The Department of Education this week stressed that the closure decisions "stand and fall on their own merit" and were made solely on the grounds of numbers being unviable. The fact that one empty building was earmarked to become part of a tertiary was not part of the Minister's decision.

Nor should it be taken as an indication of the way any other notices affecting Croydon schools might be decided in future.

Extra funds for juvenile crime fight

The Government is to spend another £1.6m during the next three years to help fight juvenile delinquency, Mr Norman Fowler, Social Services Secretary, announced last week.

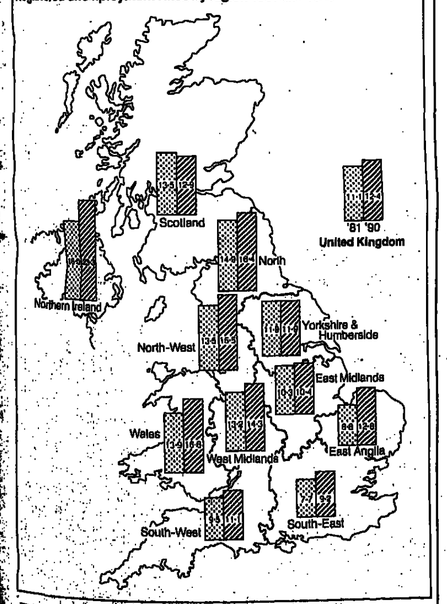
He was speaking at the launch of a new Juvenile Crime Unit, to be run by the National Association for the Care and Resettlement of Offenders, which will be funded by a Government grant of £360,000 spread over three years.

A further £450,000 will be given to the Intermediate Treatment Fund to promote community alternatives for young offenders, and around £800,000 will be available to other voluntary organizations concerned with keeping delinquents out of custody, he said. "I believe that this is an effective, practical and humane way to tackle the problems caused by young offenders."

The NACRO unit will help local people to devise strategies for tackling juvenile delinquency with the cooperation of various local government and voluntary agencies, including schools.

It aims to reduce the number of young people brought before courts, reduce the use of custody and unnecessary use of residential care.

Registered unemployment rates by region 1981 and 1990



Jobs fall through the 80s

by Mark Jackson

Teacher numbers will drop while employment for non-teaching staff grows in both public and private education throughout the 1980s, says a new report from a leading team of manpower forecasters.

Warwick University's Institute for Employment Research, whose analyses have enabled the Manpower Services Commission to predict unemployment much more accurately than the Government's own experts, say that jobs for "education professionals" will have shrunk by 6,000 to 895,000 by 1990. Over the same period the total number employed in public sector education will have risen from 1,507,000 to 1,523,000 and from 311,000 to 325,000 in the private sector.

Teaching and sales jobs – both shops and industry – are the only non-manual areas which will fall in numbers over the period, says the report. The largest growth is expected in the health professions, where another 170,000 jobs will be created.

There will also be another 160,000 managers and administrators, most of them concentrated into a few industries such as construction, insurance, and professional and miscellaneous services.

But the fastest rate of growth is predicted in literary, artistic, and sports occupations with 130,000 more jobs bringing the proportion of the country's total working population employed in these fields up from 1.8 per cent to 2.4 per cent.

Some specialists in these fields, say Warwick, will be working in education.

Other professions will grow at a slower rate than in the past, gaining some 80,000 jobs. The demands for scientists, engineers, and for technicians and draughtsmen will also grow "fairly strongly", but not in the engineering industry – the extra jobs will be in other sectors, in particular construction.

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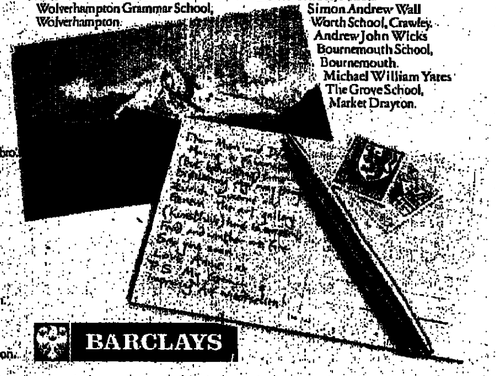

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School to work

Edited by Mark Jackson

Social security advisers want leavers' benefit rights retained

The Social Security Advisory Committee is urging the Government to drop its plan to take away the right to supplementary benefit from 16-year-old school leavers. It is also backing the Manpower Services Commission's view that the allowances for those who go into a national training scheme should be nearly twice as much as the Government is proposing.

The Government's Training White Paper sets an allowance of £15 a week for unemployed youngsters who join its proposed youth training scheme next year and nothing at all for those who are not in it. While the Employment Secretary is now considering the MSC alternative scheme which would offer all leavers an inflation-linked allowance based on current Youth Opportunities Programme pay, he has told *The TES* that the proposal to withdraw supplementary benefit is a social security matter.

It is to the Social Services Secretary that the committee, which has a statutory duty to comment on new regulations, has written. It says the MSC's proposals for youth training are among the most important developments in training and education for many years, and that their primary aims need to be backed up by social security provision.

There will be a need to support youngsters who are waiting for places and those who are out of work after finishing a course, says the committee. It believes "the simple and necessary solution" would be to leave youngsters eligible for benefit on the present terms, but is prepared to see the rule which already denies unemployment benefit to people who unreasonably refuse suitable training applied to supplementary benefit for leavers. This would alleviate hardship for both the young people and their parents, "and enable the new initiative to proceed on a single and secure basis".

The committee will take up separately with the Minister its view that extra help is needed to enable the disabled and young couples to participate fully in the new training scheme.

Dutch may make young earn their dole money

From Lynn George in Amsterdam

Unemployed youngsters should be prepared to earn their dole money by working for the community says Mr Andre van der Louw, the Minister of Culture and Recreation, of the outgoing centre-right cabinet.

Next month sees the deadline for official response to his controversial discussion memorandum proposing that unpaid community work should be given to the lengthening dole queue of under-23-year-olds.

The scheme is likely to pass through Parliament, as its costs are mainly to be borne by local councils. Official reactions, however, are expected to be critical, youth organizations especially argue that, if local work needs doing, paid jobs should be created to do it. But at least 70 per cent of young people in a survey supported such a scheme.

The scheme is aimed at young people between 16 and 23 who have been without jobs for at least six months and are receiving unemployment pay or social security. Local councils will offer part-time work for a year which should not infringe on the paid job market. Work would fall into three categories: helping specific groups of people, such as the sick, the elderly, or ethnic minorities; upkeep and maintenance of the environment; and work requiring specific manual skills such as repairs to toys, furniture and sports materials used by non-commercial groups.

Despite advances in sexual equality most low status shop and office vacancies are still being filled by girls.

Girls still end up in same old jobs despite equality talk

by Phillip Venning

Most girls who leave Inner London schools at 16 still end up in the traditional jobs — shop assistants, clerks, or hairdressers, the Inner London Education Authority was told yesterday.

A survey of 557 leavers shows that in spite of all the talk about the need for wider career opportunities for girls, most went to a much narrower range of jobs than boys.

Of the school leavers, 41 per cent were working, 26 per cent were unemployed, 23 per cent were at college and 10 per cent were on the Youth Opportunities Programme.

To obtain further qualification girls usually had to remain in full-time education. The survey showed that they did so in greater number than boys, both in sixth forms and further education colleges.

Voluntary work scheme opposed

Britain's voluntary organizations are not showing much gratitude for the Government's proposals to steer 100,000 unemployed their way as part-time volunteers. They are joining employers and unions in picking big holes in the plan.

This was first mooted as a minor scheme — emanating from the Prime Minister herself — last year to give the voluntary sector about £4m annually to help it provide opportunities for unemployed as volunteers. Neither the voluntary agencies nor the Manpower Services Commission, who were to administer the arrangement, liked the idea. Instead, they suggested the money should be spent on various kinds of adult education linked with community activity.

So Whitehall worked out its own full-scale plan for a "Benefits Plus" scheme in which the unemployed would get a fixed expenses allowance as well as their normal benefit if they undertook voluntary work. And they have announced that they are prepared to spend an extra £150m a year to make the scheme work — a figure which Ministers have since quietly raised to £172m.

But the National Council of Voluntary Organizations, which represents the bulk of the agencies likely to be involved, says there are widespread fears among its members that their credibility would be damaged if they cooperated in this kind of scheme.

The NCVO says voluntary and community organizations and churches all over the country are convinced that temporary work programmes need to offer participants proper employee status and pay and genuine training. To have unemployed working as "expenses only" volunteers alongside others drawing much higher allowances under other Government programmes would clearly arouse resentment and be very divisive it says.

The NCVO is suggesting that the Government uses the extra money it is proposing to spend on the scheme, together with the benefits it is already paying to the potential participants, and the sum invested in the Community Enterprise Programme, for the "unemployment" costing £270m.

This would comprise:

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Mr Foster Murphy, director of the Government funded Volunteer Centre, backs the NCVO proposals and warns that the voluntary sector must not become a dumping ground for the labour market.

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Bert Lodge examines the results of an experiment which aimed to bridge the gap between initial and in-service training.

Breaking the INSET mould

The first in-service training scheme involving teachers, students on teaching practice and their tutors in the same large-scale exercise has ended after three years with seven out of 10 of those taking part judging the project a success.

Launched by the Open University in 1978 with government funding, the scheme involved 331 teachers in 165 schools as well as 803 student teachers and 132 tutors from 20 colleges.

A yet-unpublished report by Dr Patricia Ashton, director of the Centre for Evaluation and Development in Teacher Education at Leicester University, explains that the idea of getting teachers, students and tutors working with the same class of children was a reaction to the early forms of in-service training which largely consisted of teachers lectured at on courses aimed at the improvement of the individual.

At the same time it was felt there was a need to bridge the gap between initial training and in-service training, giving lecturers a role in in-service training and practising teachers a role in training students.

This led to the IT-INSET project being launched in September, 1978, under the direction of Professor John Merritt and Dr Euan Henderson of the Open University and Mr Derek Mortimer of Central London Polytechnic.

Three institutions pioneered the experiment: Charlotte Mason College in Cambria, and Middlesex and Sheffield Polytechnics. The intention was that they would be observed by three others for a year who would then start to implement the scheme themselves. These six would each be observed by another so that 12 separate schemes would be operating by the end of the project. In fact 17 other colleges expressed a wish to join after the initial three had started.

It was originally planned that a tutor would go into a school and work with two teachers who would each have five student teachers. The team would study a single curriculum issue, then the curriculum as a whole and finally team members would move out to work with other teachers on the school staff.

If this plan was to work, the team would need at least a day a week working together.

Dr Ashton found that in practice the pattern of IT-INSET varied in every college. Just over half could only find half a day a week for the scheme while four worked a half or a whole day a week combining this with a block allocation. Over the three years, each tutor worked on average with six students and between two and three teachers.

One difficulty was that students had to get in the stipulated amount of teaching practice required by their course and this diminished the time available for other school experience. Half the college managed to run the experiment for no more than a term and none for more than three.

The hope of involving other teachers in the school was for the most part not realized. More than half the teams reported no professional contact with other colleagues on the school staff and where there was it tended to be the teachers in the team talking to their collegues.

The report comments: "This is not surprising at this early stage. The team is not likely to turn outwards to consider other teachers in other classrooms until the work with its own pupils is well under way."

It also concludes that the role of the head in establishing a favourable climate in the school for an IT-INSET experiment was crucial.

Surprisingly to the evaluators, few heads mentioned the potential benefit to the pupils as a reason for joining the scheme.

Three out of four heads thought it had made a worthwhile contribution to the professional development of their staff however. Only five of 64 consulted made a completely negative assessment.

From a survey covering over 400 people who took part it emerged that students, not teachers, had benefited most professionally. "Many of the students commented on the greater freedom to learn afforded in the absence of the anxiety about assessment typical of teaching practice." Many wrote: "It made me sure I wanted to teach."

Of his staff, one head wrote: "They think of themselves as just ordinary teachers and they discover that they have special skills and experience which students value and want to learn from. It does their morale no end of good."

Many tutors reported they had learned about classroom practice and many commented how much they had appreciated the sense of belonging in the classroom rather than feeling an unwanted visitor. Teachers and students were also pleased to see the tutors "rolling up their sleeves and teaching."

But the report comments: "In spite of so much cooperation and breaking of barriers there was still a tendency for people to remain within their institutional confines."

Twelve of the 20 colleges which took part reported their unequivocal support for the continued development of the IT-INSET approach within their college. Of these eight said it was their intention to incorporate the approach in re-designed BEd courses and two saw its advantages within MEd programmes.

Colleges were discouraged from involving students on PGCE courses in the first instance because the project team believed that a one-year course was too short to achieve the objectives of the experiment. "However, it became clear that in the short-term less than a year would be spent on the project by colleges offering three and four-year courses. There were no grounds for declining the participation of a college which was particularly keen to experiment with the PGCE course. "There are now plans afoot in several other colleges to involve their postgraduate students."

The report concludes: "For three years teachers, students and tutors have tried out IT-INSET and they approved. How many other teacher-education programmes are considered worthwhile by over 80 per cent of their takers and extremely worthwhile by more than two thirds?"

Polytechnics involved in the project were: Brighton, Middlesex, Oxford, South Bank, Sheffield, Teesside and Thames. Colleges or institutes of higher education: Chelmer, Derby Lonsdale, Gwent, West Sussex and Worcester. Colleges: Avery Hill, London; Charlotte Mason, Ambleside; Craigie, Ayr; Rolle Exmouth; Trinity and All Saints, Leeds; Trinity, Carmarthen and Exeter University school of education.

Teacher education in the classroom – initial and in-service, will be published by Croom Helm in October.

The Open University project was a reaction to the early forms of in-service training which largely consisted of teachers being lectured at.

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PGL SCHOOLS

Women fill lower-paid posts

University top jobs are still preserve of the males

By Biddy Passmore

The traditional picture of women clustered in the lowest paid jobs is reinforced in a report on Britain's universities issued yesterday by the Equal Opportunities Commission.

It shows that the top university jobs – both on the academic and the administrative side – are still male preserves. Women form only 10 per cent of academic staff and 32 per cent of them are in the lower paid lecturer grade. And although women form a much higher proportion – 44 per cent – of senior library staff, only 8 per cent of them are in the higher grade posts.

While the statistics in the report do not cover those of vice-chancellor or equivalent rank, the EOC says it understands there are no women in the chief administrative post of any university in Great Britain.

The statistics show that the number of women graduates gaining employment in British universities is roughly in proportion to the number of women gaining degrees or diplomas (34 per cent of the total). But far fewer of them become teachers or lecturers (11 per cent of women in 1978–79, compared with 30 per cent of men). This means that usually less than a fifth of the new graduate teaching staff each year are women.

Women who do get university teaching jobs appear to be slightly less highly qualified than men. Around 75 per cent of the male graduates who start to teach in universities have PhDs, compared with only 60 per cent of the women.

Not surprisingly, there are some subjects where women lecturers are better represented. One fifth of the full-time non-clinical academic staff in clinical medicine are women, as well as about a quarter of those in sociology, pharmacology, education and French, and 44 per cent of the lecturers in home, hotel and institutional management.

Women also form a high proportion – 41 per cent – of part-time academic staff, although part-time staff account for only 1 per cent of the total. But the figures suggest that, while men working part-time might be consultants or visiting teachers, part-time women have no other paid employment.

Just over a quarter of administrative and research staff in universities are women – and they are under represented in all but the bottom grades.

"*Women in Universities*", available free from the Equal Opportunities Commission, Overseas House, Quay Street, Manchester M3 3HN.

Five-fold rise in journals' price

The price of educational journals has risen nearly five times since 1970, according to a survey by Blackwell's the publishers.

The survey, reproduced in the Library Association Record, examined the price of academic journals bought by specialist and learned libraries. On average the 70 educational journals looked at had risen by 23 per cent since last year to £22.99 a year. This was nearly five times the price in 1970.

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NUT warns on cash for demo

by Richard Garner

A warning letter has been sent out to every local association and division of the National Union of Teachers telling them not to spend any union money on a demonstration planned by the Campaign for Nuclear Disarmament to coincide with President Reagan's visit to Britain.

The move follows a motion sent to the union's national executive by teachers in Barking and Dagenham calling on the executive to support the demonstration in the light of the union's conference decision to support unilateral disarmament and oppose the deployment of Cruise and Trident missiles.

The circular letter warns them that it is outside the aims and objects of the union to spend any money supporting the demonstration, which will be held in Grosvenor Square on June 6. However, some executive members say they have been given legal advice which challenges this ruling.

The circular stops short of telling union members not to go on the demonstration in the name of the NUT – but warns them that they may be challenged if they do so.

Mr Jack Chambers, immediate past president of the NUT, predicted that a large number of NUT members would support the demonstration.

"As I see it, the wording of the officers' advice to the Barking and Dagenham association means that although some members may question the propriety of going on the demonstration, the officers are clearly not saying that union members should not go," he added.

Computer aid for graduates

The Department of Education and Science is backing a project aimed at better careers advice for British graduates through the use of computers.

Mr Peter Pierce-Price, head of City University's careers and appointments service, has been asked to investigate British, American and Canadian computer information systems to see whether any could be developed for or adapted to the proposed computer-aided careers guidance system.

The study, costing £15,600, marks the second stage in a project being carried out by the Association of Graduate Careers Advisory Services (AGCAS), which has over 100 member services in universities, polytechnics, Scottish central institutions and a number of colleges.

The system would allow graduates to match more effectively their academic qualifications and job and study preference with available employment vacancies and future job prospects, and with training opportunities and postgraduate courses.

"The complexity of sound career decision-making, the marked decline in graduate employment opportunities and the demand on existing advisory services plus the considerable uncertainty about the effects of likely changes in job structures all underline the important contribution an effective computer-aided system could make," Mr Pierce-Price said.

TUC summit on cane ban

The TUC is summoning all its affiliated teachers' organizations to a meeting this month to discuss how to implement its own conference's resolution to campaign for the abolition of corporal punishment.

The meeting is seen as a prelude to sending a deputation to Sir Keith Joseph, the Education Secretary, to press for the early abolition of corporal punishment. This follows the European court of Human Rights judgment upholding the right of two Scottish mothers not to have their children subjected to corporal punishment at school.

In a paper presented to the TUC's education committee, it was recognized that affiliated teachers' unions did have "legitimate anxieties" in the wake of the judgment.

The paper adds: "However, the committee may also consider that this would be a useful moment to remind the present DES administration of the general council's views and to press the Education Secretary to enter discussion with teachers and Lea's on phasing out corporal punishment."

However, Mr Nigel de Gruchy, Assistant Secretary of the National Association of Schoolmasters/Union of Women teachers, warned that there would be no way the TUC could persuade his union to press for abolition.

"It would be like the TUC telling ASLEF (the train drivers' union) to accept flexible rostering or the miners how to mine coal," he added.

Mr Fred Jarvis, NUT general secretary, said the TUC's education committee had felt it would be "useful" to have a meeting in view of recent developments.

The meeting will take place on June 17. The Educational Institute of Scotland, which is also affiliated to the TUC, has been invited to it.

Poor sex lessons attacked

School sex lessons are "poor" and "completely inadequate" according to a survey of 6,000 girls, aged between 16 and 24, in 19' magazine.

Half believe sex education was not good enough and a further 14 per cent said there were no sex lessons at all.

Parents also came under fire with three quarters of those questioned admitting they found it difficult to talk at home about their sex lives.

The survey showed 30 per cent of the young women believed the sex education they got in the classroom was "rather poor"; 20 per cent said it was "completely inadequate"; 30 per cent said "not too bad"; 14 per cent said there was no sex education at all; and 6 per cent said "very good".

Faith, hope and charity for Church school

Only a few yards separate two notices in the West Yorkshire village of Gildersome. One, in the window of the nineteenth century stone-built C of E infants' says: "Save our School." The other, propped amid the leaning tombstones which front the silent, shuttered church, announces: "For Sale."

The picture dramatically illustrates a paradox found in more than one campaign to save a church school threatened by falling rolls. As Mr Bernard Atha, chairman of Leeds education committee, has remarked: "The most ardent protagonists are often people who never attend the church nor bear any of the financial burden placed on the church."

Or as a member of the congregation of St Peter's, Gildersome, put it when a Friends of Gildersome School Association was formed: "Where were these friends when the church needed befriending?"

Until 18 months ago the threat to the school was not particularly grave. But its problems multiplied dramatically on the night of December 4, 1980, when a 17-year-old youth broke into the school and set fire to a pile of books and papers.

While he began a sentence in Borstal, the governors were being told the cost of restoring the school would come to at least £170,000. More ambitiously, to replace the school either on the present site or a new one would have cost over £250,000 and, as the vicar and chairman of the governors, the Rev Dennis Barrackough, points out: "We would then have three schools in Gildersome all with spare places."

Indeed, one built only six or seven years earlier could have taken in 65 of the St Peter's 150 pupils the morning after the fire. No wonder the solution which appealed to the Leeds authority most was to simply extend this school at a cost of about £50,000.

But that would have meant the end of a Church presence in the education of the village children that dated back to 1840.

As resistance to the idea of losing the school began to take shape supporters began to say, and even to put in writing to the local authority, that the main thing was to secure the future of the school *without it necessarily being a church school*.

At a public meeting, Mr Barraclough, who has twice resisted attempts by the parish council to let the school slip from "aided" to "controlled" status, pointed out to this lobby that the denominational argument was virtually the only one left.

Some of his own congregation have, however, sympathized with the idea. "The school has always been a source of trouble," they say of the 1970s we concentrated too much on the school instead of the church.

The attitude is understandable in the light of a growing realization in the late 1970s that the parish might soon no longer be able to maintain the church. Not 10 years ago about £14,000 was spent on repairs but within the last two years architects reported a further £50–£60,000 was needed. Already the cost of heating had driven the congregation to seek the use of a Methodist church during winter months.

In January this year the Leeds authority decided they would after all agree in principle to rebuilding the school provided the DES makes its 85 per cent contribution. Meantime the parish council sought a redundancy notice for the church and a dwindled congregation now meets in the Methodist church.

It still remains to be seen what priority Leeds gives the school in its next building programme. Mr Barraclough is convinced that if the church had been the centre of vigorous parish life there would have been little problem over the school.

Ironically, some progress had just begun in drawing school and church closer before the fire. With the arrival of a new head, Miss Elizabeth Timms, a couple of years earlier, school services were being held in the church to which parents were coming. "I felt we were getting a response," she said last week. "But now when I say to them 'Support the church' they look round and say 'What is there to support?'"

Bert Lodge

Above: the Rev Dennis Barraclough outside St Peter's Church and (left) fire-damaged school building with notices reflecting its plight.

Pictures by Ted Wragg

United States/Peter David

Concern as research funds swing Right

WASHINGTON: A growing number of researchers is accusing the Reagan Administration of diverting funds for research on education from established academic projects to programmes which are sympathetic to the new Right.

Professor William Cooley, president of the American Educational Research Association, told *The TES* last week he was "very concerned" about recent developments within the National Institute of Education (NIE), the research arm of the Department of Education.

The association intends to ask the National Council on Education Research, the board responsible for overseeing NIE policy, to investigate allegations that the institute is showing political bias incompatible with its task of funding objective research.

Heavy criticism has been directed at the institute after disclosure of a new list of individuals selected as reviewers responsible for choosing between research proposals.

According to Professor Cooley, the educational research community was not sufficiently involved in the selection of names and many academics believed the process was governed by political prejudice.

"Because the process has not been as open as in the past, there are all sorts of rumours about people being placed on panels who have veto power over what the panels say. We don't know what is true and what isn't because there are so many rumours."

Critics of the NIE's new list point out that it contains a high proportion of lay people with little background in education but known conservative beliefs.

And in a departure with tradition, the list includes many individuals with no institutional affiliation who are described simply as "parent activists", freelance writers or former teachers.

Critics of the new list regard it as merely the latest piece of evidence that the Administration is determined to influence the political complexion of government-sponsored research.

An influential group of educational researchers has already asked Congress to overturn a decision by the institute to phase out the 17 academic research centres and laboratories which it has funded for years.

Mr Joseph Schneider, executive director of the Centre for Educational Development and Research in Washington, accused the institute of seeking to close the centres because they were identified with liberal education policies and a concern for disadvantaged groups.

An analysis of the institute's 1984 research plan, published by the centre, claims that at least $15M (£9.5m) of NIE research proposals planned for that year appeared to be politically-motivated.

It adds: "Many of NIE's proposed studies build on the Administration's priorities, for example for vouchers, tuition tax credits and traditional curricula. Many, we fear, are designed to make a political point rather than to further educational improvement."

The institute's research plan, leaked to the newspapers early this year, also includes studies of the possible harmful impact of teacher unions, the problems of bilingual education and the defects of liberal curricula. Many of these issues, the centre claims, are based on the views of the conservative Heritage Foundation in Washington.

Mr Edward Curran, the former headmaster appointed to head the national institute, has vigorously denied charges of bias. In an interview he said he was trying to direct the attention of educational researchers towards problems which had been ignored in previous years.

But some critics doubt whether Congress will in any event agree to close the established research centres and retain the money for different directions in research.

"The 17 laboratories and centres employ most of the full time education researchers in the business. Congress is desperately looking for ways to cut the Federal Budget and if the money is not going to be used for the centres which are recognized as competent the money will be lost. Congress does not much like the new Right agenda either," Mr Schneider said.

EEC/Craig Anderson

Green light for projects on transition to working life

BRUSSELS: Common Market Education Ministers last week gave the go-ahead to a series of projects designed to help bridge the gap between the last years of compulsory schooling and working life.

A minimum of 25 projects will be set up with joint funding from the community and national governments. A decision on how much cash the Common Market will provide has been deferred but Ministers made a commitment to set aside at least £10m from the EEC budget over the four years from 1983–86.

The European Commission had originally asked Ministers to approve plans for 30 projects costing £13m but EEC officials are none the less pleased with the decision. They underline that the new agreement merely represents a minimum commitment and that this may be increased later this year by the European Parliament.

No individual projects have yet been allocated funds by the commission but it will now be up to national authorities to submit proposals to Brussels for commission approval. The programme will be the second of its type to receive Common Market funding. An existing series of projects which is due to come to an end this year has included six experimental schemes in the United Kingdom and three in Ireland.

These projects have fostered cooperation between schools and local firms, encouraged young people to assume responsibility for small-scale enterprises and introduced school-leavers to situations in which they have to work alongside a wide range of adults.

The Education Ministers also endorsed a series of recommendations designed to promote the mutual recognition of academic diplomas and enable students to follow courses or parts of courses in other EEC states.

Certain accords already exist under which qualifications are recognized by a number of EEC countries.

The Ten accept that in certain specified fields, comparisons between different qualifications can be made.

In addition, Ministers lent their backing to:

- the improvement of access to information about entry qualifications to colleges and universities in other member states;
- the development by the European Commission of the existing system of common study programmes throughout the community;
- the reduction of obstacles to students from other EEC member states, such as higher fees and rules relating to medical treatment.

Australia/Bill Purvis

Teachers launch a counter-attack

SYDNEY: New South Wales teachers have launched a million-dollar media campaign against what they see as unfounded criticism of the public education system.

Television and radio advertisements prepared by the New South Wales Teachers' Federation are promoting the virtues of government schools.

The general secretary of the federation, Ms Jennie George, said that parents and the public had been misinformed and misguided about so-called falling standards in public education.

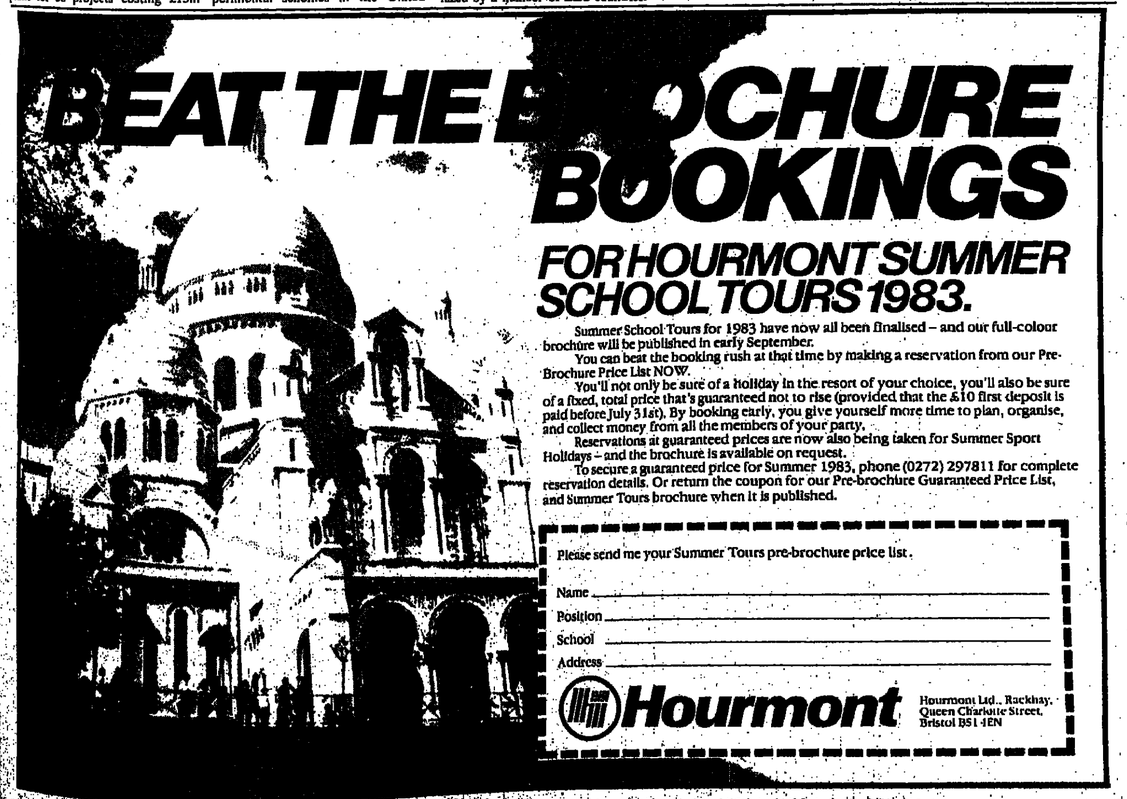
The federation acknowledges that, since 1976, there has been a 3 per cent drift from public to private schools. But Professor Jack Campbell, head of the Department of Education at Queensland University, said that surveys conducted over the last 18 years had provided no educational justification for the drift.

All the evidence suggests that literacy, numeracy and workforce skills have improved over previous generations, but the "mythology has none the less presisted for a long time," he said.

These assertions have been supported by Dr Peter Tannock, chairman of the Schools Commission, who said that in general, "the standards of education in Australia have risen consistently"

Bright girls

An Austrian Ministry of Education inquiry has revealed that girls predominate in classes for more gifted pupils while boys are in the majority in classes for the less able. The research suggested that girls were better at speech and language, while boys were best at logical thinking and mathematics.



David Lister visited Tokyo to examine the education system fuelling Japan's economic advance

No real equality in the land of the rising son

A few years ago, one of Japan's perennial surveys on "National Way of Life" discovered that half of the women interviewed actually would not mind being reborn female. This was apparently an unusually high percentage here and is still cited as evidence that the role of women in Japanese society is not as restricted as it once was.

Certainly many attitudes have changed, particularly among the young (half of Japan's population is under 30). More women than ever now go out to work, leading to dramatic increases in kindergarten numbers (In 1980 64.4 per cent of all children who entered primary school had been through kindergarten – the second highest rate in the world after France).

But beneath the surface, roles are still fairly well defined, even to the extent that single women may wear bright coloured kimonos while married women wear dull colours.

Women rarely attain the top jobs and are very much barred from the men's clubs where many of the business deals are concluded.

Universities are still largely male preserves but 88 per cent of students in junior colleges, which do two year as opposed to four year courses, are women. The courses in these colleges are largely arts.

Indeed, the education system as a whole is in dire need of a touch of feminism, or just a touch of fairness. In the teaching profession 43 per cent of the 700,000 strong Japanese Teachers' Union are women. But women make just 2 per cent of head teachers.

In schools from the age of about 11, girls have to do a course called "general homemaking". While they learn how to become efficient housewives, the boys study technology. It isn't hard to guess whom the personnel director of Mitsubishi would rather employ.

What do "homemaking lessons" consist of? According to an education ministry official, girls are taught sewing, making clothes, nutrition, how to save energy and "working in the house, how to sweep." Even allowing for translation difficulties it is a pretty ghastly state of affairs.

Mr Hiroki Kiyoshitake, a youngish but very senior civil servant at the ministry, said: "From the international viewpoint Japan is advised to have equality laws. But the education ministry feels that in the curriculum there are no problems about equality of men and women. They are taught different things but it's not a problem of equality because ways of living in Japan require them to learn differently. But the foreign ministry don't like it."

□ □
□ □

Japanese statistics on destinations of school-leavers have a column headed "dead." Tokyo police department has issued a leaflet for parents: "Ten ways to spot whether your child is a potential suicide".

The intense pressure of the country's education system, with the obsession that Japanese society has about educational qualifications, has been well documented both by national and international agencies.

Whereas in Britain and the United States children go to school for an average of 180 days a year, in Japan the figure is 240. This does not include the two-hours-a-night homework and three nights a week at evening school which is common from 11 upwards, and often earlier. And that's not to mention peripheral matters like having to learn 2,000 letters of the alphabet.

Now there is a new, disturbing slant to the problem. Children are committing suicide at an earlier age and including eight and nine-year-old primary schoolchildren. (At the same time it is only fair to add that Japanese schoolchildren always seem cheerful, and staying-on and literacy rates are virtually unparallelled anywhere in the world.)

An example of the parental pressure was given to me by Mr Ueda, the principal of a successful Tokyo primary school. He said his staff had just finished their week of visiting parents at home (a termly ritual in Japanese schools) and had been told off because parents felt the school was not setting enough homework.

Mr Ueda commented: "The parents complain that the school is interested in improving the children's minds. They want them to pass exams.

"The children are really not very healthy. When we have an assembly in the school garden some children fall down because they are not strong enough. They don't have so many brothers and sisters any more. They stay in their own houses.

"They don't play outside and they are weak. We are now giving them longer breaks so they can get outside. I would dearly like the children to be more passionate."

A spokesman for the Japanese Teachers' Union waxes just as eloquently. "The suicides are a characteristic problem of Japan. The reason is partly the exams to enter upper school (at 15) but also the education in the households which is worse than ever.

"Families are smaller than ever. We now have the nuclear family and children are either spoilt by their parents, or worse, the parents don't take care of them because they are so busy. So the children are quite immature, not healthy in mind. We call it the ruin of education."

□ □
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In Britain teacher unions have shied away from affiliation to political parties. In Japan there is no such coyness. This union supports the Japanese Socialist Party" said Mr Fukushima, one of the Japanese Teachers' Union's top officials.

The socialist party is the opposition party. The JTU and the ruling Liberal Democratic Party are barely on speaking terms. Indeed, they are not on speaking terms at all when it comes to consultation on such things as the curriculum and school rules.

The ministry controls the curriculum directly and the textbooks only slightly less directly. It even determines the number of frills schoolgirls can have in their skirts. So frustrated are Japanese teachers that they are now actually campaigning for boys to be allowed to wear their hair longer.

A far more serious conflict seems to be looming. The government is said to want to revise the constitution and strengthen the military defence force.

The JTU, deeply left-wing since the purge of the right wing teaching force by the Americans in the 40s, is thoroughly opposed to this and deeply committed to the teaching of peace studies – a source of clashes with the ministry in the past.

Hiroshima and Nagasaki are still live images, and firmly on the timetable in many schools. But many Japanese teachers tell the children too of what Mr Fukusima calls "our criticism of Japan's role in World War Two. We thing that Japan was responsible for that war."

The open contempt with which teacher unions and government hold each other is one of the most striking features of the education system, and there seems little likelihood of things improving.

I asked the ministry why teachers were not consulted on curriculum planning. The official laughed, then

The wooden mask of a Noh performer.

said: "If a school's teachers make the school curriculum, parents would not be able to get a typical education at their local school.

"Besides if the minister gives the JTU some time in which they can make their own curriculum they would use that time not for education's sake but to allow the children to go home earlier."

□ □
□ □

There is little sign that the cramming in schools works. All children learn English, many for as long as six years, but it is rare to meet a Japanese who can string together a few words. (Actually, they learn American. I confounded two waitresses with a request for a tomato juice before a third exclaimed triumphantly: "Ah, a tomayto juice.")

But the ministry is right that parents do not want any change from a centrally determined core curriculum (a core which stretches from primary school children spending 20 minutes every day tidying the school to university students doing PE).

Decentralisation is seen as a con; the provinces losing out on what the capital's children are learning. Wealth, intellect, glitter and style are all associated with the ugly, sprawling, characterless cities.

Left: Japanese women become used to wearing uniforms at an early age for the education ministry even stipulates how many frills girls may have in their skirts.

An interesting illustration of this is that the American TV soap opera *Dallas* has just flopped in Japan and has been taken off after only a few episodes.

A top TV executive explained this by saying that the Japanese viewers were totally unconvinced that a rich powerful family like the Ewings would actually live in "a pastoral setting."

He also said that viewers were confused by the morality of JR arousing so much wrath for sleeping with another woman "just once". In Japan wives are apparently accustomed to turning a blind eye to their husbands' pecadillos.

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In his most recent major speech, Minister of Education Ogawaa stated: "The system of free distribution of compulsory education textbooks will be continued."

Behind this cryptic sentence lies a battle between the ministries of education and finance. Here, as in Britain, the Treasury usually emerges the winner in such conflicts, but not on this occasion.

In Japan all children get their textbooks free and are allowed to keep them. The finance ministry wanted to charge for books, but could raise very little support from members of the Japanese Diet, or Parliament, because of the outrage it would cause among parents.

That parental support can be relied upon in educational matters is quite evident. The three English letters that stand out among the oriental words on school brochures are "PTA".

Many schools have a room set aside for the PTA which is used every week; and although parents spend large amounts on education, with swimming pools and video machines commonplace in schools, the need for fund raising is far less than in Britain.

One head was scandalized when he learnt that English PTAs spend time raising money for minibuses. "What do you talk to the parents about at PTA meetings?" he was asked. "How to be a good parent, of course," he replied.

□ □
□ □

If teachers in Britain want a substantial pay rise without breaking through any pay limits, they should suggest to the arbitration panel now sitting that they switch to the Japanese system.

The average salary for a Japanese teacher is 238,000 yen, or about £566 per month.

A doctor might earn 500,000 yen per month and a well-accomplished 18-year-old geisha girl 15 million yen a year. Teachers get extra money as they get older and school heads get 14 per cent more and deputies 12 per cent more, but the profession can and does say that it is badly paid.

However, the 238,000 yen a month is far from the whole story. A little investigation and I discovered that on top of this teachers are paid an extra 11,000 yen per month if they are married and 3,000 per month for the first and second child.

They also get travelling money to a maximum of 18,500 yen per month. All teachers working in big cities get 8 per cent extra, and in the small cities 3 per cent extra.

Most employees in Japan get two "bonuses" a year working out at an astonishing seven months salary.

Teachers are not a mercenary lot and prefer to call this an "adjustment" rather than a bonus.

Their adjustment only works out as five months' salary. But add up all these extra payments, not to mention 8 per cent extra for working in special schools and up to 25 per cent for "dangerous jobs" (working in an institution using nuclear power), and your average teacher's salary, even without this bonus has improved by nearly 20 per cent.

With the bonus it's a more than 50 per cent improvement on the basic. There must be a lesson here for the NUT.

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Letters

Not so elementary, Professor Holmes

Sir – Following his daughter's failure to satisfy the entrance requirements of his chosen independent school, will Brian Holmes ("The right to choose?", May 21) similarly vent his spleen on that school's presumption in informing him of its curriculum requirements as he has on the primary school he condemns?

Further examples of the strange logic pervading his polemic – his belief in a middle-class IQ as inviolate; his faith in an IQ test to diagnose the difficulties he has already declared resultant on "progressive practices" – set in reverberation echoes from another article written by a parent incensed by a different primary school's "failure" to enter into a commitment to fulfil the demand that "I want my daughter to be able to read the newspaper or her comics by the time she is five-and-a-half. After all J S Mill knew Greek at three." (*Education Guardian*, February 8, 1977).

Yes Mr Holmes was the author then, and how sad to learn his daughter has not shared in the enjoyment of reading that will have enriched the lives of many of her contemporaries.

SUZANNE WENMAN
Mercers Road
London N19

Sir – With "wingeing poms" I am familiar, but wingeing professors of education, like Brian Holmes, are a new manifestation. He is aware that he has the legal right to have his child educated in accordance with his wishes, but is blind to the distinction between education and cramming. Now that is a sad condition for a professor of education who must be familiar with Matthew Arnold's distinction between education and "reading for certificates, diplomas or honours". Had there been selection in his day I am sure Arnold would have added that to his catalogue of non-educational activities.

Now Arnold was quite clear that for the non-educational activity of pursuing diplomas you must "fix just what he (the candidate) shall get them for". Most independent schools do fix just what you must do to get your admission pass. Locally the independent schools favour an examination which in no way differs from the 11-plus. Each school recommends candidates to train on progress papers (in English, verbal reasoning, and arithmetic).

I try to be a helpful headmaster and so I direct parents to the nearest reliable stockists of these old 11-plus crammers' manuals. I do no more, and parents seem to sense that it is now up to them, their child and progress papers. They subject their children to the full treatment, usually with success.

Now on the rarer occasions when parents hint at Common Entrance Examination I try to be equally helpful. I point out that the headmaster of a very select preparatory school once explained that the examination helped to select the right candidates. I suspect he meant that a blank exam sheet might still get a Churchill into Harrow. Any good post-Nuffield primary school maths-scheme should cover the ground of Common Entrance Mathematics, though I advise parents to study samples of previous papers, and I have warned children what is meant by the net of a solid (we use simpler terms). I caution parents that our in-depth primary projects are hardly the best basis for answering questions on village life in Georgian England.

I do not and will not cram children for selection. For me, if not for professors of education, Comenius is right. "The aim (of education) is to train generally all who are born men, to all which is human". Twenty-five years ago, as Brian Holmes has written, selection in this area was abolished. One reason for its abolition was that it did not lead to that which is human. If proof were needed of its baneful inhuman character, Brian Holmes provides it. Failure in the selection stakes has turned him from an authority whose education views have been quite quotable, into that unlovely combination "a peevish parent and wingeing professor".

PHILIP SHERWOOD
Headmaster
Burbage County Junior School
Hinckley
Leicestershire

Sir – Brian Holmes uses the 1944 Education Act as his starting point when objecting to his experiences with his daughter's education at a state primary school. It seems that Professor Holmes has not kept up to date with developments in the state system since 1944. A more apt question many heads of today would ask is do they have a right to choose?

With the Great Débate, the DES document, "The Curriculum: Current Initiatives," and Circular 6/80, heads now have to plan a curriculum which reflects the needs of the local community, parents, and society. Governing bodies of all schools have parents' representatives. Parents have the right to read approved minutes of governors' meetings. The curriculum, which it seems includes content and methods, must be discussed with the governors.

Did Professor Holmes approach his parent governor? If the majority of parents demand that a primary school takes on some of the characteristics of a prep school and the governors support this, then it is going to be extremely difficult for a head not to comply.

Parents have never had it so good. They now have the powers to not only know what is going on but also the right to influence them. If the majority of parents and the governors of Professor Holmes's daughter's school do not support him then he must abide by their decision. At least the Government has strengthened parents' rights but obviously within a framework of democracy.

ALMA TONGUE
Headteacher
Stakes Hill First School
Waterlooville
Hampshire

Pay delay

Sir – Wrong, teachers' leaders did not turn a deaf ear to soundings from ACAS to mediate on the current pay claim (*TES*, May 14). On being informed of the offer in the first week of May, this association's response was to propose acceptance.

There were two reasons. Firstly, mediation would have cut through the lengthy arbitral process. There has already been enough delay in England and Wales. Secondly, it would have brought the same result as arbitration, because everyone knows already what is going to be the end of this year's salaries story.

The Burnham teachers' panel secretariat received our response to the ACAS offer before that of any other union, but we were not even granted the elementary courtesy of being informed that the offer had been rejected. One learns to be philosophical, but the question arises whether this is a proper way for a statutory body to conduct its affairs.

PETER DAWSON
Professional Association of Teachers
99 Friar Gate
Derby

Examining history

Sir – Your readers deserve some response from the Associated Examining Board to your Talkback article "Doubtful history" by Jeremy Cushing (May 14). It is the policy of this board to circulate for comment draft copies of new and revised syllabuses. Revisions are made as may be appropriate in the light of comments received before syllabuses are presented for approval by the board's education committee and, in the case of A level syllabuses, by the Schools Council's A level sub-committee responsible for the subject. The comments in the article by Mr Cushing will receive the same careful attention as those received in correspondence at this board.

The members of the AEB history committee are all historians with a great deal of teaching experience at secondary, further and university levels; they do know what level of A level candidates find they do not lack technical expertise.

I shall comment on only two further points in the article because they are matters of principle. The problem of breadth versus depth is a difficult one. The proposal for a "depth study" taken from a different period from the "period study" is deliberate and is intended to prevent unduly narrow specialization. Nevertheless, it will be reviewed in the light of Mr Cushing's comments and any other comments received which may be relevant to the issue.

The cost of resource material is a rather different matter. The preamble to the reading list states: "The following list should be regarded as providing suggestions about teaching resources. It should not be regarded as prescribing certain materials nor as excluding others. Teachers are strongly advised to consider a wide range of materials and to make their own suggestions."

It would seem unreasonable not to offer advice in this area and the board is confident that teachers will use the book lists for guidance in the way they are intended.

S J OWEN
The Associated Examining Board
Aldershot
Hampshire

Sexism debate

Sir – The Sheffield Women and Education Group seem to have confused the attempts to counter sexism in reading schemes and children's books with the right of commercial publishers to reject material on the grounds of overall quality of content.

The group provided an excellent criticism of the Gay Way scheme (for which we paid) in 1978. So far from not being implemented, it caused us to review the entire scheme, replace one of its books, and use much of what they said as the basis for our policy on sexism in our future primary school publishing.

The supplementary readers sent to us by the group were treated in exactly the same way as we deal with all our submitted manuscripts – they were sent to schools to be reviewed by teachers. The overall quality and content of the material was not adequate. We suggested implementing more changes to the stories than the group were prepared to make, and we offered a fee to the group which they turned down.

IMOGEN Z DAWSON
Senior Editor
Primary Schools Publishing
Macmillan Education

Phoney peace

Sir – The idea of introducing peace studies into the school curriculum seems to be rather a good way of allowing left-wing teachers to inculcate their CND propaganda into *our* children.

There was quite a "Boo Hoo" when Sir Keith Joseph mentioned that school time should include studies about the "open society" and free market forces.

If we must have studies which show political viewpoints, surely this is where recent history will give children the foresights into man's good and bad deeds.

Finally, if CND is to be allowed to "get at" our children then one cannot blame the National Front for doing the same. After all we all know that CND stands for Communists, Neutralists and Defeatists.

COLIN DRINKWATER
Chairman, Conservative Assoc
University of London
Institute of Education

Unfair charge

Sir – Whilst one would not wish to quarrel in any sense with the factual elements of the leader "Who was minding the shop in Toxteth?", the senior staff and officers of the Liverpool Education Authority do take reasonable exception to the statement which related to the suspension of their chief officer, that "effectively, goode was running Liverpool's education service last year".

It is difficult to understand how such a construction could be drawn from the HMI's report on Toxteth or, indeed, how at such a distance, i.e. between Liverpool and London, those in the capital could know in sufficient detail the problems which faced the education authority during 1981.

PETER CASWELL
(Senior Assistant Director)
and A. LOYLEY
(Principal Administrative Officer).

Curriculum vitae

Sir –
October 1954: Joined baby boom.
September 1958 Entered primary school – joined class of 47 pupils.
May 1966: Competed with 900 candidates for 90 places at a top girls' school.
September 1973: As advised, went to a top college of education to gain a B.Ed Honours degree. Primary trained.
May 1977: Competed with 300 applicants at interview for seven vacancies in primary schools.
January 1978: Having retrained self rapidly for secondary teaching position in main subject, drama, took up a position in a secondary school.
June 1981: Drama in secondary schools cut due to falling rolls. Forced to take English position in another secondary school (subsidiary subject). Degree only an advantage in the primary school.
June 1985: Retrained to be a primary school teacher for 1986 ("1986 may be a new date for retraining", *TES*, May 14).
September 1986-88 Restarted career in primary school. (Help! Fletcher maths non-U.
June 1988: Foresaw falling rolls, had children quickly.
May 1992: Reapplied for post in primary school. One of 400 applicants for seven vacancies in I.e.a. due to falling rolls.
September 1992: Re-trained for secondary drama post . . .
Is this career progression?

L J GROOME
Leamington Spa
Warwicks

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Letters continued

Beating but certainly not winning

Sir – Rod Ling (Letters, May 14) expresses concern that the NUT's campaign for "more acceptable forms of sanctions" to replace beating in schools might result in more disruptive units in the "post-corporal punishment age".

And the National Association of Head Teachers, while realistically accepting that the abolition of beating is inevitable, misleadingly suggests that "extra sanctions" will be needed "to maintain discipline" once corporal punishment is banned (*TES*, May 14).

The fact is that beating children does not assist teachers "to maintain discipline". On the contrary, the overwhelming evidence – both of practical experience and of educational research - is that, far from being a deterrent, child-beating is counter-productive.

Conversely, the point made in many research studies, most recently in *Making the Change* (Scottish Council for Research in Education, 1981) is that abolition improves teacher-pupil relationships. This is borne out by experience both in this country and abroad. In inner London, for example, inspectors reported in 1979 and again in 1980 that in primary schools, where beating was abolished in 1973, standards of both behaviour and attainment had improved and there has been a dramatic reduction in the number of assaults on teachers since abolition was extended to the secondary sector in Inner London.

Abolition has gone smoothly in all the eight other education authorities which have implemented abolition in all their schools. In none of the abolitionist authorities was extra money provided to ease the "withdrawal pains" of caning teachers. The ILEA, it is true, spent a great deal of money on disruptive units, but these were established before abolition, and were not conceived as an alternative sanction. It is also interesting to note that Waltham Forest specifically rejected the suggestion that such units should be established when beating was abolished and Haringey, although initially committed to setting up units (again, not as an 'alternative' to beating) later decided not to do so.

Of course, it is right for the NUT to concern itself with a consideration of the disciplinary methods used in schools and with the pros and cons of, for example, disruptive units. But Fred Jarvis must ensure that he does not give the impression that the NUT will only support abolition if additional resources are made available to schools. That was neither stated nor implied in the abolitionist motion overwhelmingly passed by this year's NUT conference.

I've ordered the leads, now if you contact Barbara Woodhouse we will soon have 4C to heel

TOM SCOTT
Education Secretary
Society of Teaches
Opposed to Physical Punishment
18 Victoria Park Square
London E2

Sir – So the tide of concerned opinion turns against the cane. The teacher, forced to act as parent, via the philosophy of *in loco parentis* is refused the right of physical sanction even remotely applied through his headmaster. Naturally an alternative method of dealing with intransigence, insult and open rebellion will be imperative. Equally naturally government and local authority will ignore this need in favour of a not so new philosophy ; "let the schools cope."

Whatever debate over corporal punishment arises comparisons are made with Continental countries. What is forgotten is that there the role of the teacher is confined to instruction and an adequate back-up system has been funded to deal with miscreants.

The removal of the cane is logically the tip of the iceburg and with it should go obligatory duties, pastoral care and the obligations put on the teacher to maintain discipline – in short, his parental role.

Unfortunately we can expect no clearly thought-out radical decisions from any British Government. Instead all prefer to maintain an inappropriate system loosely based on the public school of 50 years ago but shockled by a clapped-out liberalism.

ROBERT A STEVENS
Selly Oak Henyock Road
Birmingham

Sir – I was delighted to read (TES May 14) of the shift in attitude by the executive of the National Association of Head Teachers concerning the use of corporal punishment in schools. Following close on the heels of the NUT's new policy, it is most heartening to hear that they believe it inevitable that the cane will shortly disappear from schools. Less welcome, however, was the consequent defeatist decision to "campaign for extra sanctions to maintain discipline". Why not press instead for more funds for in-service training in classroom management skills to enhance teacher effectiveness?

My colleagues, Dr Frank Merrett, Mr Alan Russell and I would be happy to demonstrate to the NAHT that there exist positive, alternative, non-punitive approaches to classroom discipline. A pilot version of BATPACK (the Behavioural Approach to Teaching Package) has already been successfully employed in several schools and is currently being refined, revised and developed. We would be happy to provide further details and information to head teachers and others who would be interested in learning more positive techniques of classroom control to introduce into their schools.

DR KEVIN WHELDALL
Director, BATPACK Project - Centre for Child Study
University of Birmingham

Job abuse

Sir – In *The TES* of May 14 Richard Garner reports that "Delegates to the (NUPE) conference will also be told that union members are being replaced by youngsters on the Youth Opportunities Programme and Community Service Volunteers who are 'in some cases exploited as cheap labour'".

In negotiating placements for our YOP trainees and volunteers, CSV has always insisted that their role is to improve the quality of life of disadvantaged people, not to replace permanent staff. If some employers have ignored our guidelines, we would very much like to know, so that we can take steps to end this abuse.

Numbers of our 2,000 trainees are NUPE members, and our Springboards were the first MSC schemes to invite in union representatives, as far back as 1975.

ELISABETH HOODLESS
Executive Director
CSV
237 Pentonville Road
London N1

Playgroup fear

Sir – Kathy Sylva and Sandra Jowett's article (*TES*, May 7) on playgroups and nurseries was of interest to me as a playgroup assistant.

Having worked in a playgroup in Exeter for three terms and attended the two-term evening class required to become a playgroup supervisor, I am becoming increasingly convinced that playgroups are being used by the local authority as a cheap substitute for nursery education (there are only two state nurseries in Exeter).

While visiting playgroups, I have found that some open all day to accommodate the children of working mothers yet receive no financial assistance from the l.e.a and have no professionally trained staff.

I believe that playgroups fulfil a vital need in the community for parents and children but their presence should in no way inhibit the state provision of nursery education for those who need it.

DENISE ROBERTS
Feltrun Avenue
Exeter

Returning home

Sir – The Council for Education in the Commonwealth was established in 1959 to concern itself with the problems of education in the Commonwealth, and Britain's contribution towards a solution of those problems. The council has been asked to investigate the experiences of teachers who return to the United Kingdom after teaching overseas.

We have reason to believe that such teachers are less able than other teaches to obtain suitable appointments in the Unikted Kingdom. If this is the case, then it has serious implications for Commonwealth countries wishing to recruit UK teachers.

Therefore the council asks any teacher recently returned from overseas who has encountered serious difficulties in obtaining employment in the UK to communicate with me. Any information given will be regarded as confidential.

H M STEDMAN
Assistant Secretary, AMMA
29 Gordon Square
London WC1

TV plea

Sir – In her review of *Looks and Smiles*, directed by Ken Loach, Sheila MacLeod bemoaned the lack of television programmes which "adolescent antennae" could discern as authentic and unpatronizing.

Last year's Southern Television series *Going Out* was an honourable exception. A group of non-examination fifth-years were so revitted by it, that some came into school expressly to see recordings of the programme.

I would be interested to know if there are any plans for either a new series by another ITV company, or for a re-run on the new Channel Four station, which I believe hopes to have greater provision for young people.

C A HOOD
14 Ruffets Wood
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Book help

Sir – We are at present compiling a social and life skills booklist which we hope to publish late this year. Our first issue, compiled in 1981, has been sold to many agencies during the past 12 months. This edition is now being completely revised and up-dated.

An important feature of the booklist is an attempt to evaluate and assess suitability of the materials as part of a social education programme for students within the 16-19 age range.

We therefore should like to invite social and life skills tutors, teachers and publishers to contact us with any titles that they have found useful while working in this field.

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Seeking work

Sir – With reference to proposed plans to retrain secondary teachers to teach in primary schools in the mid and late 1980s (*TES*, May 14) may I point out that a large number of enthusiastic and well qualified unemployed primary school teachers may still be trying to obtain teaching posts during the 1980s. Surly if would be better to use teachers already trained for primary schools rather than losing their skills to other professional before retraining secondary school teachers.

JULIE WILLIAMS
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West Midlands

What is dyslexia?

Sir – In 1980, the British Medical Association *News Review* advised its members that dyslexia was not primarily a medical problem but a learning disability and thus should be the responsibility of the educational psychologist. However, both your correspondents writing about the confusion which arises with examination boards over this matter refer to medical research (*TES* Letters, April 23). Mr Freeman suggests that psychologists are reluctant to issue certification because the term dyslexia has not been accepted by medical or scientific bodies. In fact it is on psychological grounds that they are reluctant rather than medical.

I have found that educational psychologists working for local authorities are often in difficulty over examination boards which accept the term dyslexia. The psychologist informs the examination board that pupil X has specific learning difficulties, the examination board then requests the psychologist to say whether or not the child is dyslexic and the psychologist is faced with a problem. Of course the pupil in question should be given every opportunity in the examination and the psychologist must support the pupil; the problem is that such support is often at the expense of the psychologist's own professional knowledge giving, as it does, additional credence to a concept for which the psychological evidence is, at best, controversial. Mr Freeman's own threefold classification, and the variety of other "types" of dyslexia, indicate that one single unitary condition called dyslexia is more likely to be a prop for worried parents or an administrative category for examination board secretaries than it is to be an educational or psychological reality.

Yes, some children do indeed have particular learning difficulties which disadvantage them in examination conditions. Yes, examination boards should agree on a common policy regarding candidates with learning difficulties. The way forward, however, is not to accept dyslexia as some "catch-all" category to be assessed by teachers or doctors, but to compile a report for the examination board with recommendations based upon evidence from relevant professionals under the auspices of the educational psychologist.

C M LEWIS
Lecturer in Education
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Little contact

Sir – I see that the National Association of Advisers in English has expressed its "great concern" over action taken by the Education Secretary in relation to the Schools Council (*TES*, May 14).

It would be interesting if the association could indicate which of its members it had consulted to justify its "great concern". I am one member who has received no questionnaire, for example, on the matter. It might help Sir Keith Joseph and your readers to know just from where and from how many, the concern is springing.

GERAINT LLOYD-EVANS
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Bengeo
Hertford

In mourning

Sir – Joslyn Owen (Second Opinion, May 7) mourns the passing of the Schools Council, So do I. However, the vast majority of rank and file primary school teachers will not, I'm afraid, even notice it happening.

That is not to say that it did not impinge on their world. I was, let's face it, rather remote from day to day school life. I spent seven immensely rewarding years pushing out information about the Schools Council (amongst a great many other things) until my l.e.a. in its wisdom decided to run teachers' centres without wardens.

I feel a sense of loss now that it will no longer be there. Many people put an enormous effort into their Schools Council work.

A G TRUSSELL
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Beds

Nuclear debate

Sir – You carried a report by Rick Rogers of a talk I gave at the opening of a peace studies workshop at a teachers' centre (*TES*, May 28). It did so under a heading: "Keep nuclear debate out of class, ILEA chief warns".

This is almost, if not quite, the opposite of what I said. Moreover, the article starts: "Pupils should not be taught the moral issues surrounding nuclear weapons . . . ." This is certainly the opposite of what I said and it is a pity that your readers, and particularly those of them that are Inner London teachers, should be so misled.

I was, of course, at pains to distinguish a teacher's professional role and her or his role as a citizen and so I did say that it was not proper to try to persuade pupils to adopt one's own view, whatever that view might be. But the whole burden of my talk was that teachers were inevitably faced with issues of violence and war, non-violence and peace. I said that we ought to encourage a study of how violence occurs, individually, in groups and by nations and to stimulate enquiry as to how these things may be avoided.

As for saying that pupils should not be taught the moral issues surrounding nuclear weapons, what I actually said was: "It is, in my view, incumbent on us to make this clear and to encourage our pupils to find out about, think about and talk about all of these (that the concept of the just war, pacifism, unilateral and multilateral disarmament); to learn about individual and group aggression and conflict . . . ." This was encouraging and discouraging the discussion of moral issues.

It is true that I cast doubt of the wisdom of concentration only on the horrors of nuclear war and I gave three reasons for this.

The question of how schools deal with issues of peace and war, violence and aggression is extremely important.

T F B JAGGAR
Chief Inspector (Schools)
ILEA

No connection

Sir – With reference to the Anstes article (*TES*, May 7), I would be grateful if you make it clear to your readers that the camps referred to in the report have no connection with Dolphins Camps run by a branch of the society for the past 20 years in Norfolk and the Lake District.

COLIN HARLAND
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Ghost stories

Sir – We are hoping to produce a critical study of the celebration of Hallowe'en in English schools, and would be grateful for any information that readers of *The TES* can supply about observances in recent years in their schools.

RICHARD WILKINS,
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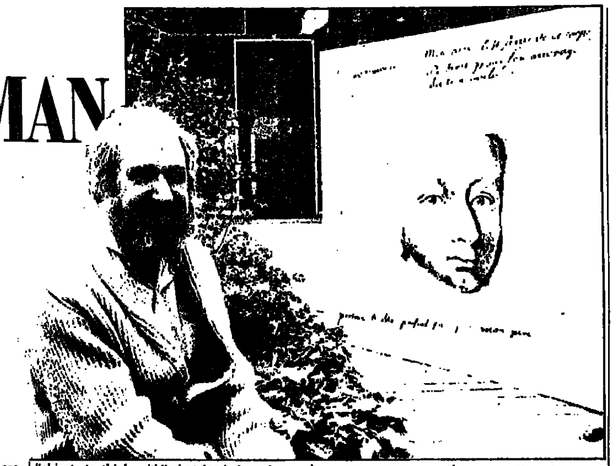
features

LOGO MAN

Give children computers that speak their own language and they will learn in spite of their teachers, Seymour Papert tells Virginia Makins



When it comes to education, Seymour Papert is the visionary of the computer age. His work has given hope and courage to people (in this country particularly primary teachers) who are alarmed or despondent about the present uses of computers in schools.

At most of the hundreds of conferences and in-service courses on computers up and down the country, someone will pass the word about Papert's book, *Mindstorms* (Harvester Press, 1981), and at many of them, a more or less rudimentary version of LOGO, the computer language Papert helped to develop, will be on show and attract considerable excitement.

Papert's great claim is that he and his colleagues have found a method whereby instead of computers being used in classrooms to program children, children can program computers. In doing so, Papert believes, they are given concrete and playful ways of coming to grips with abstract concepts of mathematics and science. They are also encouraged to think logically, and develop important mental tools for problem-solving.

He writes about "an end to the culture that makes science and technology alien to the vast majority of people. . . Computers can help people form new relationships with knowledge that cut across the traditional lines separating humanities from science, and knowledge of the self from both of these."

Until now, says Papert, mathematics teaching has been pretty much a total failure. "A lot of people become very good at mathematics. But the conditions for learning maths depend on accidental relationships with the environment, things people don't know how to control or foster on a wide scale."

Computers can change all that. In an article in *The TES* (March 5, 1982) he wrote "Piaget's late developing, so-called formal stage is filled with the stuff children can't make mudpies with – or rather couldn't. For this is exactly where the computer achieves its greatest power. The young programmer of space ships is able to play quite concretely with logic, with laws of motion and with much more that could previously be mastered only with the aid of abstractly formal notations and concepts."

"A lot of the energy that made for learning came from the kid's sense of subversion and of appropriating forbidden knowledge"

Papert himself is one of those people who happened to be very good at mathematics – he believes an infant obsession with the working of cogs has something to do with it. This year he is in Paris working at a research unit set up by the Mitterand Government to develop ways of making new technology accessible to ordinary people (grandly called the World Centre for Information Technology and Human Resources).

Because he was interested in how human minds work, Papert started his academic career studying philosophy. "But academic philosophy was a mess – so far away from anything immediately relevant to actually thinking about how minds worked. I couldn't stand the abstractness." So he turned to mathematics: "Mathematical models are much the best models of complicated processes."

He also felt that, if you wanted to understand "the mind and human knowledge, mathematics was a good thing to look at. "It's paradoxical that maths exists at all – it is far away from anything that looks as though it would have its roots in the human species and its evolutionary advantages."

"The usual vision of mathematics makes a sharp distinction between the higher reaches of thought and the animal aspects of human nature. But there's a dramatic relationship between the real bodily self, warm-blooded and passionate, and the so-called abstract disembodied thing that people call mathematics. "Education theory is bankrupt because it refuses to see that link, and maintains that mathematics is all logic and rigour. As a real mathematician you build on your sense of yourself, and what feels most central to you as a person," the formal way we try to teach a lot of mathematics, says Papert, is like trying to teach dance without music or a dance floor.

In 1959 Papert went to Geneva for five years to work with Piaget. "The only person at the time who had a systematic approach to thinking about models of intelligence." There, unexpectedly, he found himself doing a lot of work with young children.

From Geneva he went back to the Massachusetts Institute of Technology, to work on Artificial Intelligence – no jump, he says, still working on models of intelligence. He liked AI people because they were prepared to use themselves, and introspection about how they set about skilled activities, as a source of insight into psychological processes.

That was when he and others started work on LOGO – a high level computer language that was so easy to use that it would give learners of all ages, and all levels of ability, access to the power of computers. The essence of LOGO is that you build up the computer's vocabulary and routines in any way you want, starting with very simple commands.

"With LOGO thre is no sharp distinction between the user's language and the machine's language," Papert says. "So long as the person using the computer is free to define his own terms, it doesn't matter what the computer's inbuilt language is." (Papert's book includes a savage attack on BASIC, the dug-in language of educational computing.)

Papert's book and conversation is full of tantalizing anecdotes about what children of all ages, from pre-school up, (often ones who had failed at school) have done with LOGO. He maintains it can provide children with concrete "objects to think with" that lead them into a wide range of concepts they often find difficult at school, from maths and grammar to physics and engineering.

At times Papert seems to talk about computers, and LOGO, as the end of that old quest for a teacher-proof teaching machine – except that you'd have to call it a learning machine, since Papert doesn't believe in teaching, only in creating conditions where people can learn for themselves.

He says it doesn't matter if teachers are hostile to the LOGO-type computer in their classroom, or try to control it's use – once the children have access, they will seize their chance. He likes to tell the story of an elementary school in Texas that was flooded with microcomputers and LOGO

The teachers tried to decide what children of different ages should learn. It didn't work. "A lot of the energy that made for learning came from the kids' sense of subversion, and of appropriating forbidden knowledge," Papert says.

He argues that, in any case, it may be a mistake for teachers constantly to try to be nice. "A certain amount of confrontation between teacher and child is probably a source of many development dynamics. When teachers try to make mathematics nice for children, they're taking it out of life, making it neutral effectively and socially.

"John Holt presents conflict between teachers and children as a reason why children fail. But it may be that what they can get that's of most value from school is the knowledge of how to manipulate people, and sufficient self-mastery and mastery of the world to set about learning what *they* think they ought to know."

But Papert is full of praise for American teachers who have invented. Imaginative LOGO "Microworlds" for children to play in. And he says computers make teachers' jobs more exciting, creating a demand for learning, and particularly for maths: "They're in the fortunate position of no longer having to thrust the stuff down unwilling throats."

He readily agrees that this demand can be met with traditional maths and language drills presented by computer, and even that children may do better at arithmetic or spelling because of them. "But the negative effects have not been studied – they reinforce the idea that learning depends on an outside agent, and give children a deformed model of learning."

"People who are afraid of computers are right – much *righter* than people who are for them" Papert says. "There's a hard core of correct opposition to what people see around them as the computer – it's too analytic, too male. We should get more of those critics into the act of creating a computer culture – but it's hard for them to find a point of entry in the computer culture that has come about.

"Some of the things we've done with LOGO are little scratches on the surface, little pieces that show the way" – and he describes a nursery teacher's work inventing a LOGO world for young children where they can call up pictures of familiar things on the screen and move them about, giving the children both a mathematical language and a direct sense of the power of written words.

When you ask about what evidence there is of LOGO's effectiveness, Papert shrugs the question off. "Educational change never happens because someone puts together some statistics. Take New Maths – the biggest change that ever happened in curriculum – and not necessarily a good one.

"The whole world suddenly decided to change how young children were taught just because a few mathematicians got together and decided it should happen, and there were a few anecdotes about what real mathematics consists of. Change happens because of the intersection of cultural lines."

It's difficult to resist the seductiveness of Papert's vision, where computers will allow us to create for all children what he calls a "Mathland", where children grow up "talking maths" as they grow up talking English in England. And it is difficult to deny the general failure to teach the majority of children how to use maths.

The "intersection of cultural lines" is certainly creating an enormous demand that computers should play an important part in education at all levels. In the end (in this country, at least) it will be up to teachers to decide whether an attempt is made to use them as tools for children to learn and think with, along the lines pioneered by Seymour Papert. With LOGO becoming much more widely available, teachers will soon have a choice about which road they prefer to explore.

DON'T PANIC

LOGO is a computer language designed for beginners of all ages. It allows them to play with computers, build the computer's vocabulary and repertoire to suit their tastes, and learn the techniques of "structured" programming needed for advanced computer languages.

LOGO's simplest manifestation is "turtle geometry", which allows you to draw on a screen with simple forward and turn commands. (Usually, drawing on microcomputers using BASIC involves calculating and typing in long lists of coordinates.)

If you achieve a result you like, you can easily define a "procedure" to produce that effect. So if you invent a beautiful spiral, which can easily be done, you build a procedure (called SPIRAL, or more likely, if you're a child, FRED or DON'T PANIC) and typing the name will get that effect on the screen.

Procedures can easily be varied – so a procedure to draw a square can rapidly be converted to draw any regular polygon, including a circle, by adding variables for the number and length of sides and the size of the angles. It is all pretty straightforward, and very powerful.

Some versions of LOGO have dynamic graphics, which allow you to define shapes (cars, spaceships, fish, imaginary things) and move them about the screen. Using this, even very young children are said to get a new sense of the power of written words, as well as a feeling both for language (prepositions and so on) and for important mathematical ideas.

At a more sophisticated level, the dynamic graphics can be used for difficult ideas in physics and engineering – simulating frictionless surfaces, demonstrating topological concepts, or illustrating the behaviour of particles. Spectacular effects can apparently be created by giving particles different masses and velocities and whizzing them around the screen.

For younger children there is a "floor turtle," controlled by a microcomputer or a simple button box. It is a robot with a pen that can be instructed to draw on the floor. Better versions allow children to build their own routines. Primary teachers who have used floor turtles in Edinburgh and Hertfordshire are very enthusiastic about their potential.

Immense claims are made for LOGO. It is said to give children important thinking tools – the ability to break down problems into manageable bits, and the confidence that learning is about trying things out, then "debugging" the bits that go wrong.

Versions of LOGO are currently available for Apple and Texas Instruments computers (they will soon be reviewed in *The TES*). Within the next year there should be versions for all major makes of microcomputer, including Research Machines and BBC micros. The Department of Industry is currently sponsoring the development of a floor turtle.

The simplest and crudest LOGO machine on the market is a toy called Bigtrak, retailing for £25 or so – a space-age tank which you program to move, pause, turn or fire. Many primary teachers are now using it for maths, logical thinking and to introduce computing.

WAIVING THE RULES

The Royal Navy gives the unemployed a watered-down taste of adventure

Out on Dartmoor, a group of youngsters settle down for the night in their bivouacs under the strict but sympathetic eye of their instructor, a Royal Marine commando. For many of them, from the noon twilight of the cities, it is the first time they have been out in complete darkness.

Three nights camping in the open is just one of the new experiences which the Royal Navy aims to give unemployed 16 to 19-year-olds on the three-week youth adventure training scheme. By July, it is estimated that at least 2,000 youngsters will have passed through the gates of HMS Raleigh, the naval training base at Plymouth.

A shore-based establishment, affectionately referred to by Navy personnel as the "stone frigate", HMS Raleigh is normally the home of all raw naval recruits. Now, with cuts in recruitment, it has empty classrooms and unused facilities, and as such provides an ideal base for the Government's adventure training initiative.

Youngsters learn the basics of seamanship, are taught to survive in adverse conditions and given a chance to take part in sports and activities normally outside their reach.

The courses are mixed, one girl to four boys, and cover a social spectrum from the inner city youngsters to the middle-class pre-university candidates. The ultimate aim, however, is to reach those described by Captain Brian Outhwaite, commanding officer at Raleigh, as "young men and girls who've been rejected time after time because they can't find a job. We want to boost their morale and encourage them to do things which they normally wouldn't do."

The scheme has been promoted through employment offices all over the country, but the intake for the first course was only 70. The 12 remaining courses at Raleigh are mostly fully booked with twice as many.

Running this type of scheme has posed problems for the 140 naval staff and instructors involved. Used to dealing with forces material, they admit to sometimes having asked too much of their civilian youngsters, while striking the right balance between military discipline and persuasive control has caused a number of headaches.

Overall, however, they have been pleasantly surprised by the quality of the youngsters to have attended the first few courses. As one drill instructor explained: "I expected a group of punk rockers, instead I got a bunch of nice kids. All the same it has been difficult for us to find the right level of discipline. With recruits, I expect to say do and it's done; with these youngsters, I have to ask and encourage. Bark at them and they'll bite and run."

In spite of such understanding, four girls left the first course within days through homesickness, and another two were sent home before the Dartmoor exercise because they were felt to be "not up to it".

Although the course is promoted as a three-week holiday, for most youngsters it requires more self-discipline and hard work than they have ever put into any one activity before. But in spite of such demands, it sets out to be enjoyable, and overall it appears to succeed.

The three and a half days on the moor are considered to be the toughest part, and for that the youngsters are put under the guidance of the Royal Marines. Until then, their time has been spent with Navy personnel at Raleigh where they have been encouraged to use their initiative and cooperate with others.

Each group of 20 has two young NCOs who live, eat and sleep with them, while if the group is mixed there is also a Wren to supervise the girls.

"You learn that you have to work together as a team and to respect other people," says 17-year-old Raymond Rushton, who has just left school with two CSEs and signed on the dole. "The course is hard work, but the worst thing for me is going to bed at 10 and getting up at six. At home I used to sleep in; here, getting up is a real problem. But when I get told off by the petty officer for being late, I feel that I've let myself down. At school, I just used to turn a deaf-ear to the teachers."

Nicknamed Scouse because he comes from Liverpool, Raymond, whose father is an unemployed lorry-driver, knows he too has little chance of finding work. But on the course, he discovered that although he is out of work, he has a lot more to offer than he ever imagined.

"It's like I've somehow become more intelligent," says Raymond, who emerged as a natural leader, particularly in the bridge-building exercise where his background in the sea cadets helped him devise a rope crossing.

It is in exercises like these that youngsters are given a chance to solve a problem themselves, and on the first course where around one in five had some experience in the scouts or sea cadets, little outside help was needed.

Even Captain Outhwaite had enough confidence in the rope pulley set up over the river to allow himself to be winched to the other side, although as one instructor later remarked: "Some of the knots were a little too imaginative for my liking."

As well as testing initiative on the moor, the youngsters are encouraged to develop their self-confidence further through rock climbing. They are shown how to climb 30 to 40 feet up one of the great granite rockfaces, and then how to abseil back down.

It is accepted that many of them are nervous at first, but as one of their instructors, Mountain Leader Sergeant James Stewart explains: "Most of them have a crack at it, although we don't force anyone who doesn't want to. Climbing is very much a team thing, a case of trust between two people. The student on the rope is obliged to put his trust in the one holding it at the top."

Nothing, however, could persuade 17-year-old Caroline Baker from Leeds to climb the rock face. She says: "We are not too frightened to turn round and say if we can't do something, as in the times when I've been reassured by instructors who explain things in detail and demonstrate what we must do. Also the boys tend to help us girls and give us confidence. If I was back in Leeds, I'm sure they'd have teased us for the things which we've been doing here, not encouraged us. That's the difference."

Caroline, who left school exactly a year ago, has been through two hairdressing jobs in quick succession. Now she plans to join the Wrens in September, explaining: "It's an idea which I've had since March, and I really came on this course to find out what life in the Services is like. It's about as hard as I expected it to be, but I think I've learnt to be put under discipline now."

The course, however, is designed to be a "watered-down version" of the training which a recruit would receive. The navigational walk on the moor, for example, has been cut by half down to 10 kilometres, and youngsters on the course don't have to carry their packs, which are taken from camp to camp by Land-rover.

Camp-life is correspondingly not too arduous and even "washing in the stream" is not seen as too much of a hardship. The only real complaints came on the first night when it was so cold that Caroline remembers: "We couldn't sleep much. I got out of my sleeping bag several times to put on extra clothes, but even that didn't help."

Other aspects of the course are equally testing, although perhaps more popular, such as the two days of instruction at the Seasense Training Centre. There, the youngsters start off by rowing 27 foot whalers and end up by sailing a small dinghy.

Lt Commander Austin Taylor, the officer in charge of the Centre, finds: "The students are a little bit frightened to begin with, particularly those who've never been near the water before, but they increase in confidence as they find they can do things which they are asked to do."

After only two days on the course, 16-year-old accountant's daughter, Carol Eades from Essex, was already finding this new confidence. "You look at things and think 'Oh God I can't do that'. But with people to guide you through, you manage."

For Carol, who is studying for A levels and expecting to join the RAF on leaving school, meeting unemployed youngsters, "proved quite an eye-opener. I now realize how hard it can be to get a job. A lot of them have gone straight on the dole from school, and ever since then they've been trying to find work, but can't."

This is the type of problem that even three weeks at Raleigh and a certificate awarded at the end of it, seems unlikely to change. But as one West Indian 18-year-old from Leicester commented: "Coming here has made kids like me start thinking about training for the sports track rather than loafing around."

Sara Parker

Blasher's brigade

Neil Munro survives an air strike to report on the advance of the Blashford-Snell irregulars

After Lieutenant-Colonel John Blashford-Snell had introduced the British press to the Army's batch of 300 youngsters in the Government's youth adventure scheme at Fort George in Inverness-shire last week and we had watched them canoeing, abseiling from the fort walls, loading a pack-horse and living off grass and dandelions, the Air Force decided to embark on a bit of embarrassing adventurism of its own.

For the talk at the nearby Star Inn in Ardersier was of the Sea King helicopter from RAF Lossiemouth which, while attempting to demonstrate a spot of air-sea rescue to the youngsters, hovered too close to the press tents which were duly demolished along with half a dozen bottles of wine, an untold number of glasses and some of the food – all destined for the stomachs of weary journalists.

It was an inauspicious climax to a day which persuaded even the most cynical of observers that, whatever the political motivation behind the scheme, it is capable of bringing exhilaration to the 16 to 18 year-old unemployed youngsters taking part.

The press met only the first batch of the 2,500 or so young people who will each spend a fortnight at the barracks between now and October. They were mostly the very keen ones who intend joining the Army at the earliest opportunity and were sent to Fort George by army recruiting offices because the Army currently has few vacancies (or had, pre-Falklands). Future youth adventurers will be a more mixed bag.

Typical of what are being called for the purposes of the scheme the Fort George Volunteers (Hastily-assembled motto: Nothing Ventured, Nothing Gained) are Jane Bond and Clare Cumming, both 17, former pupils of Richard Aldworth school in Basingstoke (there were some 60 girls on the course). They both intend joining the Army but have been told there is a two-year waiting list and that a stint as one of Blasher's babes might enhance their chances of enlisting.

"It's been hard but we've really enjoyed it," Jane Bond said. "It's much better than we thought. Yesterday we were jogging along the beach at six in the morning. It was great." They were relishing, too, the prospect of trekking through the west Highlands of Scotland, including a walk up Ben Nevis, under the leadership of the intrepid Lieutenant-Colonel.

The Army must surely have an advantage over its sister services in being able to lay on for the youngsters absolute originals of the calibre of Blashford-Snell – "they call me John or Blashers or JBS, or whatever. I don't mind because we lead here by example not by military discipline" – and former Parachute Regiment Sergeant-Major Eddie McGee, one of the Fort George stars and said to be the world's foremost authority on survival. He showed how to live off grass and pack all the esentials into a matchbox.

One would imagine that having been a member of or led 22 expeditions since 1958, retraced the steps of both Stanley and Drake, trekked from Alaska to Cape Horn, discovered an unknown tribe in Papua New Guinea, and been bitten by a vampire bat, JBS would find Fort George a shade boring.

But not at all. He enthused particularly over the quality of the young volunteers. "They are much tougher than we expected," he says, "One hears so much these days that physical education in schools is not what it used to be but that's not been our experience judging by these young people. It's very impressive to see some of them swimming a hundred yards without thinking about it because the Moray Firth is very cold at this time of year."

JBS believes that the purpose of the adventure scheme is to teach youngsters how to use their leisure time, to give them a sense of achievement, develop particular outdoor skills, and build up their character and self-confidence. "If we give them confidence in themselves and their abilities, we think it should enhance their chances of employment;" he said, adding quickly, "although neither the Government nor the Army can promise them a job."

He hopes the youngsters who pass through the scheme will, in turn, train youngsters in their own local areas and imbue them with "the same sort of pioneer spirit that Stanley and Livingstone had."

JBS's feelings are echoed by some of the other top Army instructors, 75 of whom, male and female, are taking part in the scheme. Eddie McGee, an old mate of Blashers, says: "We hear so much today about the apathy of young people but I think it's absolutely bloody marvellous the way they've got off their backsides from all over the country and have travelled all the way up here."

Keith Clancy, a 17-year-old former pupil of Liberton High School, Edinburgh, helpfully provided a noisy commentary while McGee instructed a remarkably blasé young lady in how to retrieve the skin and the guts from a dead rabbit. He was unemployed and was waiting until he was 17 when, he confidently believed, the Army would snap him up.

He thought there was no problem getting into the Army. "They need people for Argentina," he suggested. When I mused that the Argentine imbroglio would not last forever, he replied: "I hope it does' cos I want in there." The Argentinians ought to be terrified.

Community service should be the coordinating force in the curriculum argues **Cyril Poster**

Pulling together

It is tempting, but highly impracticable, to wipe the slate clean and create a new curriculum, based on the needs of society and the individual. It is more realistic to attempt to collate what is already there, injecting reality and purpose into it. We need to humanize the curriculum, to talk about the poor rather than about poverty, to bring Asians and Rastafarians into our schools instead of pontificating about race relations, to look at the problems facing people we know and not at problems in the abstract.

In my community there is a young married woman who is a recent paraplegic. My design technology students have been examining the modifications needed to her kitchen to enable her to live as full a life as possible. The problem they are tackling is a continuing lesson in how one person copes with adversity, with a little help from her friends. I doubt whether these students regard what they are doing as "community service". They are engaged in activities naturally associated with the learning processes they are undergoing. For them this is "school". It just happens to be more interesting and enjoyable than many of the other things also called school.

Within the core curriculum of my college is a subject called World Studies. One of the syllabus options is a major project. What may be undertaken is limited only by the requirement that it has academic rigour. Increasingly students are selecting community projects, often working in groups.

One such project which interestingly complements the design technology project concerns the accessibility to the physically handicapped of facilities, transport, shops and sports stadia. The physical problems they encountered were many, even in their own college, which was built with the needs of the handicapped in mind. Far more important was what they learnt about how people react to the handicapped and their needs.

Education for community requires the acceptance of Dewey's dictum that "the development within the young of the attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of beliefs, emotions and knowledge. It takes place through the intermediary of the environment."

This implies a symbiotic relationship. It is not enough that the school uses the environment as a resource. It must be involved in the development of that environment for the advancement of the community as a whole. No school which is not planned, managed and resourced as a community school, and which is not integrated with its community, can undertake this role.

Near us is a redundant primary school, built in 1903 and still serviceable. For some time there has been speculation about its future use or ownership. For many reasons the community college was interested in its preservation. First, the college is short of daytime space. We accommodate, with difficulty, a physically handicapped group once a week and a mothers and toddlers club twice a week, as well as an increasing number of adults alongside full-time day students.

In the past twelve months more and more young unemployed have been appearing during the school day. For them we have been able to provide a couple of sessions in the sports hall, some practical skills like photography for the community newspaper, and individual counselling. We cannot expand these services in our present accommodation. We are more likely to require our little spare capacity for the growing sixth year, initiatives with the prematurely retired and, before long, involvement in the new youth training schemes.

The community should not regard the college as the only location for community activity. But all the time we are seen as providing the only suitable facilities and the community staff remain based there, we will continue to be thrust into the role of dispensers of community education. Here, in the old school, lay the first opportunity to set up an alternative site.

We are concerned too about the inappropriateness of our curriculum for many students in what they pray is their last school year. We are lucky, in comparison with some schools, that few underline their dissatisfaction by truancy or disruptive behaviour; but the need for alternative curricula is none the less there. Alternatives need to be "out there".

Ten months of negotiation can be summed up in a few sentences. The parish council leased the building, obtained planning permission, won over the community for a parish rate precept. The college obtained grants, enlisted support, provided the professional expertise to carve a path through the bureaucratic jungle. The most important consequence of this venture has been the involvement of so many people within the community who had had little contact previously with the college, or had seen it merely as a material facility, not an instrument of social change.

Change began on the day building operations commenced. A young man who has worked only six weeks since he left school seven years ago, and who is illiterate, innumerate and held in low esteem by most of the community, was persuaded to lend a hand. He worked there daily for three months. As well as working he has been learning: to join in decision-making, to accommodate himself to others, above all to take a pride in himself and his achievements. Today he is in employment.

There are others. A young man just out of his teens was saved from a custodial sentence by a plea that he be given a community service order working with the project. A 15-year-old suspended from school for vandalism turns up regularly from his village four miles away, and works intelligently and energetically. Some unemployed have dropped in – and then dropped out. Others see is as a "con": sweated labour for no material reward. Continuous counselling is needed to get the best out of this project.

At weekends the workforce is joined by adults from the community, many with technical skills necessary for the adaptation of the building. Other young people turn up, including less able and poorly motivated college students who have had a taste of the alternative curriculum we are developing, enjoyed it and have come for more in their own time.

As the main phase of the work was completed the mothers and toddlers club moved in. The college youth council, recognizing that there is always need for more facilities, is planning a Sunday youth club. As soon as the club room is completed it will become the base from which a whole range of further community enterprises can be run. During the summer vacation parents, teachers and youth workers will be running an advice centre for unemployed young people. Not only will they be helped; the adults helping them will gain a better understanding of their problems and frustrations.

Community service is not a series of disparate acts, but an interrelation between those who have needs to be met and those who can meet these needs. It has an educative function for the community as a whole. In the midst of so much debate about the core curriculum, the common curriculum, the practical curriculum, education for high technology, life skills learning and vocational training, it must be recognized that education is interactive, requiring the willing participation of the learner as well as the skilled dispensing of learning.

Education, if it is to be an agent of social change and not an instrument of social conformity, must increasingly seek to be relevant to the community, drawing from it as well as giving to it. Only in this way will people know that they have powers to use.

Cyril Poster is Principal of Groby Community College, Leicestershire and author of Community Education: Its Development and Management, *which has just been published by Heinemann. He is Regional Secretary (Europe) of the International Community Education Association.*

Talkback

Riffing yarns

DAVID WHITELEY

The Americans seem to have almost a fetish for measuring and evaluation. On a recent visit to Illinois to look at schools, I also talked to people outside teaching who live with a structured system. A bank employee in Chicago explained how measurements in business have almost reduced employees to functioning robots.

He cited the example of a typist: first a mean typing speed is established and then the time and motion people determine the average number of errors that occur at this speed. A typist who scores below this mistake quotient is rated as "excellent" or "superior". He or she will then be retained longer than other typists when it comes to "rationalization".

Teachers too are bunded in this way (excellent, superior, good, average, and below average) and those on the lower ratings can be "riffed" first. (RIF – reduction in force).

This system means that workers are continually in competition with their colleagues, making friendship and teamwork difficult – especially when the authorities are looking for people to "rif".

To understand the American system, one has to consider the notion that evaluation almost underpins the whole structure. Everything and everyone has to be quantified, evaluated, graded and assessed.

In education, this assessment is highly subjective and at the end of the day rests upon the personal relationship that exists between the "appraiser" and the "appraisee" The basis of the assessment rests on such

points as "contributing to a positive image of the attendance centre, district and community . . . following appropriate channels to express views . . . and demonstrating good peer relationships".

The person doing the assessment is the principal (head teacher) – who does not teach and who does not spend time in the classroom. In the USA, teachers work on one-year contracts which make it easy to cut back as school enrolments fall as they are now.

President Reagan's attacks on the education budget are also beginning to drastically affect many teachers so evaluation reports have suddenly gained greater significance as they are manipulated to squeeze out the unwanted. Teachers who have been working without criticism for years are suddenly finding that they are being "riffed" on the basis of a five-year-old evaluation report.

The result in areas of Illinois is demoralization and bewilderment, with a bland teaching force being led to the slaughter; class sizes will double in less than a year, schools will close and remaining teachers will be compulsorily transferred.

What are the lessons for British teachers? Certainly the visit has confirmed my own views that evaluation schemes are bad news. It is a pity that the National Union of Teachers favours some form of evaluation and, ironically, it is more reactionary than a scheme being considered by the Inner London Education Authority.

Sections of the London NUT are almost falling over themselves in trying to implement a modified scheme in the near future. The justification is that it will enable teachers to improve their career prospects! It will do nothing of the sort – such prospects under the present salary structure are rapidly being eroded by falling rolls.

The real approach should be to secure a decent rate for the job of teaching and security of tenure for all teachers. Already the American disease is creeping in and many teachers in England are working with no job security at all. Tinkering with evaluation procedures will eventually reduce us to the bland and ineffective force at present in the United States.

David Whiteley is a teacher at Sellincourt J M School, London.

Program learning

LIZ AND MIKE WALTON

American school boards exercise more central control over schools than examining boards retain in Britain, as we saw on a study visit to Illinois, a state in the mid-west. Teaching focuses on the textbook; in fact, the curriculum is the textbook.

The school board, an elected group of laymen, makes the final decision on new textbooks after recommendations by a committee of department heads and subject coordinators (advisory staff) if they exist. These then have to be used in all classes in the district's schools. Teachers seem to adhere rigidly to the textbook and the "program" laid down for its use, both in their unimaginative progress from page to page, exercise to exercise and in the infrequency of their rejecting the book for improvized materials.

Principals of schools (entirely non-teaching administrators) spoke of the security felt by teachers, parents, pupils, and politicians at the highly programmed approach, but we were conscious of the lack of opportunity for creative thinking by the teacher and the tendency to discourage teachers diverting from the path set out in the book. Formidable bureaucratic barriers are set up to prevent educational visits outside school. The lessons we observed were orderly and clearly structured, but unexciting and unstimulating.

The pupils were largely passive, involved only to the extent of answering questions from the textbook in turn, completing related worksheets or tasks in workbooks, or marking a neighbour's work as the class went through the correct answers.

The emphasis was on factual recall and accuracy. English lessons, for example, consisted of spelling exercises and repetitive analysis of sentence structure and grammar points (at elementary, junior high and senior high levels). This approach is further enforced by the regular testing process which is seen as enhancing the "learning" process. Naturally, if you are to test often, the factual input must be the major factor. If you can't test it, don't teach it. And that means that the creative, imaginative, self-expressive side of human activity is to be excised.

The control the school board exercises over the curriculum militates against experimentation, since no individual school, let alone an individual teacher, can make any change of syllabus without the concurrence of other departments in the district. It lays itself open to the prejudices of any vocal individual on the school board, and in particular anyone wanting to resist change there are places considerable influence in the hands of paid administrators whose individual prejudices might easily persuade the board one way or another.

In all these ways, the structure prevents any fundamental change, any radical shift of emphasis. Hence the curriculum is distressingly conservative.

Pupils (expecially in elementary and junior high schools) are daily put through the same mill of English, maths, American history, basic humanities and non-experimental science, with sport being the outlet for what must be enormous frustration built up in the classroom.

Despite the enviable affluence of American schools, especially the workshop provision for prevocational and vocational courses in senior high schools and the outstanding sports facilities, despite the friendly, welcoming teachers and administrators, despite the superficial attraction of a well-ordered, efficiently running system, our experiences in the class rooms and the results of our by interviews with principals, other administrators and teachers left us anxious about the effects of rigid central planning and control and the separation of the administrative and teaching functions. Returning to England to be greeted with the news of the demise of the Schools Council and the move towards greater DES control was somewhat alarming!

Liz Walton is director of sixth form studies at Parliament Hill School, London, and Mike Walton is deputy head of Cumberland School, London.

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review

Children, heads down, writing

Paddy Kitchen reports on the unusual writers in residence scheme now taking place in Bromley

Reverse commuting – the 8.15 from Victoria to Petts Wood, or the 8.12 to St Paul's Cray – is comparatively restful. The almost empty carriages carry the stale air of recent overcrowding, and I have room to spread out my things. There is the pink folder full of stories I had taken home to read; the blue notebook with cryptic details of the children I have worked with thus far – "Luke: No pets. Lives in house. No brothers or sisters. Collects keyrings. Cub. Wants to be a footballer or spaceman. Right-footed"; and the envelope containing Our Leader's map of Bromley in case I get lost.

Our Leader is the borough's English advisor, Tony Weeks-Pearson, whose ferocious energy and glittering eye are counterbalanced by illimitable kindness and imagination. Rather than have a single writer resident in a single school, he – in partnership with Michael Baldwin – planned a scheme whereby five writers (Zoe Fairbairns, David Pownall, Kit Wright, Michael and I) made visits to ten schools, and participated in various other activities that generated from the project. The funding was provided by the schools themselves, the Greater London Arts Association, and Bromley Borough.

So last autumn I began with six visits to St James's RC Primary School in Petts Wood, having never worked with primary children before and not knowing how to say a Hail Mary. I was very lucky. The headmistress, Phil Lennon, has that elusive knack of arranging things so that they are ordered, while leaving one free to do as one likes. I worked with all the juniors, their form teachers sharing them with me both on a class and an individual basis. First I had to confess that I was a failed children's writer – my only attempt at a children's story never got published – and in a way this seemed to put us on the same footing. I read aloud some of my rejected story, and then asked them to write for me.

It never ceases to amaze me that a complete stranger can request people, adults or children, to write, and that they will. In fact, with the two senior forms, I used almost exactly the same opening exercise that I learned from Colin Spencer on an Arvon course for adults. "Write a description of a person you know very well – perhaps a grandparent. Make it as vivid as you can, so I really get a feeling about that person." When that was done, I asked them to write about a place. With adults, the next stage (after much discussion and rewriting) would be to write the opening of a story setting the person in the place. With the children, because it was all completed within a double period, I asked them to swap place descriptions with their neighbours so that it became a bit of a game: Vicky's Granny finding herself in Daniel's bedroom, Naomi's Grandad unexpectedly transported to Conway Castle. And so, working with two forms at once backed up by their teachers plus the head, who all participated in the exercise), within an hour I had introduced myself to 50 pupils, and had extracted 150 fragments of writing through which they introduced themselves to me.

The cryptic notes in the blue book which I made on these and subsequent writings, with each entry in a different coloured ink, still conjure up for me six months later a portrait of the person and their work. "Joanne: Fragile, travelled Granny. Bodiam Castle. Takes Gran to friend's new house. Wants to write fantasy (black ink). Very good dentist pain (red ink)." (I had asked them to write a description of pain, physical or mental.) "Cat story. Flea powder. Move to country. Mummy doesn't know re cat (blue ink)." If there is any central focus to my approach to encouraging people with their writing, it is that their experiences, fantasies, observations, and half-buried memories have value, just as long as they are expressed with craft, with respect for the reader, and not merely slopped on to the page. It is therefore essential that I recognize each writer as an individual, and try to remember their work. This is much easier in a unit the size of a primary school, where the teachers know all the children, than in a comprehensive school.

During the spring term I spent several days in St Paul's Cray in Walsingham School and Kemnal Manor Upper. Both these comprehensives have a very good atmosphere, but I still cannot get used to the scale of a system which means that a teacher does not automatically know the names, and some of the characteristics, of each child in the class he or she has just taught. This is no doubt naive of me, but as I talked with small, eager groups in the libraries of these two schools, and watched them rapidly fill pages with their early memories, adventures stories, fantasy ambitions, I felt a more appropriate term for me than writer-in-residence (if, indeed, you can "reside" for just a few hours per week), would be individuator-in-residence.

In a green marbled book I have notes on the Bromley teachers who bravely came on two residential weekend courses with tutors from the writers' team. The idea was for them to have an opportunity to write, and also to see how much they were asking of children every time they said, "Write a story, make a poem". A few already wrote privately, but for others it was a real journey of discovery, stepping back into themselves, away from systems and expectations. Residential courses have also been held for some of the children so that they could have the experience of devoting a whole weekend to writing, and during the period several readings have been held in the borough.

On June 8, there is to be a day conference where as many as possible who have been involved in the scheme come to share their experiences, and see and hear some of the results. We already have booklets, put out by Bromley Schools Publishing, of children's work and teachers' work; and there is even a collection of parents' work emanating from an evening when they came to St James's and participated in the "people, place" exercise I had given to their children. Most of them handed over their efforts, and when I was reading them through late that night, I was struck by one sheet of paper that just had the word "enthusiasm" written on it. I hope that was what the writer felt. Sometimes, during the snow and rail strikes, mine ebbed; but it revived as soon as I was installed with a group of children, heads down, writing.

Writing and the Writer. By Frank Smith. Heinemann Educational Books £4.50. 0 435 10816 6.

Keep the Pen Moving

—or—

LITTLE IN MUCH

Marion Glastonbury suggests that Frank Smith's many admirers are being taken for a ride

According to its publisher, this study "is concerned with everything that writing involves for a writer and for a child learning to write". To encompass all this, the author travelled widely, consulting fellow-scholars in London, New Hampshire, Ontario, Australia and New Zealand. In three years, he amassed five times as many words as eventually remain in the final draft, transcribed by typists, supported by indexers, encouraged by editors. In retrospect, he marvels at how little he can recall of what actually went into the book. His readers will experience a similar sensation.

The writer designated by the title refers in turn to a hypothetical prototype – anyone who writes – and to Frank Smith himself. Thirteen chapters are spun from introspection, while the ideas of distinguished theoreticians who are listed in the bibliography are consigned to brief notes at the back. Otherwise, the process and substance of writing are absent. There are no extracts, no observations, of writers at work, either novices or veterans.

Themes are announced with a salesman's flourish that tells us more about foot-in-door marketing of philosophical treasures than about their significance: ENIGMAS OF THE BRAIN; The Meanings of Thought; the World of Thought; The Products of Thought; DYNAMICS OF THE WORLD IN THE HEAD.

Venturing into his own interior, he soon strays out of his depth: Our utterances have "their beginnings . . . in the recesses of the mind, in the brain behind the voices in the brain". Wondering "What does the brain contain?", he is unabashed at drawing a blank: "The whole enterprise is beyond words, beyond conception". Content to leave questions rhetorical and riddles unsolved in "that elusive world where thought itself resides", he extricates himself from labyrinthine speculation with the conclusion that children have a natural reverence for inscrutable mysteries.

Later, the "interlayered, multi-faceted intentions" that make up a book are diagrammatically represented by a five-tiered colonnade, symbolizing chapters, paragraphs, sentences and words, complete with an arrow indicating the writer's way forward: from first page to last. An identical drawing further on directs the reader along the same path, enabling us to classify textual elements as "global" (big) or "focal" (small), and also to tell one end of the book from the other.

This combination of dignity and banality – an imposing structure to enclose a void – may perhaps explain Frank Smith's wide appeal. From the professorial Chair descends a very plain man, matily chatting about motoring and mortgages. His tenets are simple: "Writing is learnt by writing". (This will come as no surprise to those of us who remember from a previous book that "We learn to read by reading".) With evident good faith, he practises his own precepts: "Write at all costs, write anything, no matter how irrelevant. Keep the pen moving while the brain collects itself."

A modest fellow, he is endearingly frank about the "excruciating blocks" he endured on this job. Furthermore his heart is in the right place. In education, he is *against* "busywork, meaningless drills, irrelevant tests and distracting grades". He is *for* "demonstration, engagement, and sensitivity". Once you've attained these, "learning takes care of itself".

Teachers wishing to improve their lessons are advised that "Interest is developed by reading to children what they find interesting and by helping them to write what they find interesting". In view of the tautologies Frank Smith sees fit to retain, it is hard to imagine what he discarded: "Remembering spellings is no problem when it is not a problem, and a considerable problem when it is". "Among pencil users, some prefer long pencils, others short, new or old, sharp or blunt, soft lead or hard."

Surely, it needs no Language Education expert all the way from British Columbia to tell us this. Can English studies be so epistemologically confused that *any* guide is welcome? Frank Smith's apotheosis of the obvious, and his benign conviction that the secret of pedagogy lies in labels, recall Russell Hoban's famous formula, "Muskrat's Much In Little: Why Times How equals What. Strikes you all of a heap the first time you hear it, doesn't it? Pretty well covers everything. It caused a good deal of comment both over and under the pond, and almost everyone agreed that the ripples from it were ever-widening".

Pamela Stephenson and Chris Langham in *The Pirates of Penzance*

Tarantara, tarantara!

The Pirates of Penzance.
Theatre Royal, Drury Lane.
Berenice.
Lyric Studio, Hammersmith.

Joe Papp's *Pirates of Penzance* has opened to more or less general acclaim. Certainly it looks good: minimal settings Bob Shaw/Wilford Leach; costumes Patricia McGourty); its choreography (Graciela Daniele) is fast, slick, inventively funny – the Keystone Cops are a riot; it has tremendous drive and energy; it is a knockout. I still feel bruised.

With merciful exceptions, the cast performs like a pack of relentless cheer-leaders defying the audience not to like the show. Sock it to 'em, is the order of the day, give 'em zazzmatazz. The worst offenders being Bonnie Langford (Kate) and Sylvester McCoy (Samuel) who mug relentlessly out-front. Tim Curry camps up The Pirate King with a vocal attack like Ethel Merman but seems to cheat in prestissimo, singing clearly only one word in three. Pamela Stephenson appears to have one voice off-stage and another (smaller) on. Microphones abound.

Sullivan's musical jokes are blasted by the disco-decibel arrangements. Wilford Leach's hard-faced, over-stated, over-driven production is as mechanical as anything D'Oyly Carte presented. No doubt it projected marvellously in Central Park. In Drury Lane it hammers and bludgeons the audience into submission. It also leaves the cast looking harried, exhausted Chris Langham's Police Sergeant has a welcome lightness; George Cole (Major General Stanley) retains a relaxed English approach, apparently signalling disapproval of what he is made to do.

Disapproval: Being no G & S traditionalist, I thought D'Oyly Carte's dead hand diminished them. But the mortmain misconceptions of this mammoth-epic production parody parodies to death. Skilful in their respective arts, G & S knew to a mimim the balance of humour in music, word and action. *Pirates* doesn't need extra interpolations from *Ruddigore* and *Pinafore*. What they wrote is peculiarly, wonderfully English: charming as cucumber sandwiches and china tea, a mirror of their England with its passion for amateur theatricals.

As English National Opera productions showed, operatic voices weigh down the Savoy operas – making pretentious what is essentially light-hearted. The smasheroo techniques of the machine – made American musical are even more destructive. Leach vulgarizes consistently: the daughters, notoriously mismatched among amateurs, become a collection of grotesques; the "cat-like tread" is thunderous. Instead of using the insights of an English cast, he has drilled out of them any suggestion of Englishness and reduced them to automata grossly reproducing an American success: a nolsome travesty of a charming original totally misconceived. The audience roared approval:

Using John Cairncross's clear translation, Christopher Fettes' modern-dress production of Racine's *Berenice* is "very French" (including hammering). It is all talk of Glory, Honour, "ill-starred" Love on a grandiose scale. Generally the men attitudinize. Sheila Gish (Berenice) is magnificent; giving the best tragic performance seen in years: great acting.

John James

What's going on in art schools?

The New Contemporaries 1982 Conference on The Work and Workings of Arts Schools Today.
Institute of Contemporary Arts, London May 22

The concluding contribution to this ICA conference was a disturbing report of student isolation and its accompanying anxieties, an image of current art school life that seemed curiously at odds with the brash energy of much of the work on show in this year's New Contemporaries Exhibition. Did this work really represent what was going on in art schools today, or was it little more than a reflection of the taste of those responsible for its selection?

Given that selection was inevitably dependent upon what was submitted, Moira Kelly, a dealer and member of this year's painting panel, was forthright. No attempt had been made to be democratic or representative and the work exhibited was the outcome of agreement based on individual decisions of what was best. And that, for the most part, was true of the other categories except that in sculpture, it was claimed, some recognition had been given to the diversity of materials and methods at present employed.

The questions thrown up by these interesting disclosures were exactly the ones vehemently argued in the discussions that followed: what exactly is quality in art? who should teach it, and to whom? Any one of these questions, here made all the more urgent by brevity, could have occupied a whole day's seminar. If there was one major facet left out of the debate it was representation of ethnic minorities, but with only two coloured students in an assembly of two hundred this was perhaps not surprising.

Those who were in the majority, vocally at least, were the feminists, and who could be surprised at this? Women comprise half the art school student population, but the teaching is still overwhelmingly dominated by men. The two male principals present were not only on the defensive but unarmed, their ignorance of facts, let alone of feminism, speaking louder than their words.

Michael Clarke

Pageant of myth and music

Odysseus and the Cyclops
Rugby Schools Music Association.

One of the most interesting aspects of Andrew Downes's children's opera *Odusseus and the Cyclops* is its spatial element. The commission from Rugby Schools Music Association involved producing a work for 300 young performers for a production in the Temple Speech Rooms of Rugby School. The use of physical space is an inherent problem in creating an opera for such vast forces and in this case the solution was found in using a number of semi-choruses from the Tutti choral force and making use of every available entrance and exit. What could have been an exercise in musical crowd control turned out to be a pageant of choral units blended in to a cohesive operatic whole.

The music is written for a schools performance and its textures are largely homophonic; an aspect that facilitates the direction and movement of the performers and also makes the score a musical possibility for any enterprising and skilled school orchestra. The potency of fifth and fourth intervals is a feature throughout the work.

The concept of massed pipes and drums was given a fresh interpretation when the invading Odysseus army marched in, vigorously playing a large ensemble of recorders and tambours accompanied by wild rhythmic handclapping of the Tutti chorus.

The solo and only adult role of Polyphemus the Cyclops was performed by Tom Cownhip, whose voice has a light chorister trained tone. Although the composer has altered the character of Polyphemus to make him more human and thus deepened tragic overtones, one may have wished for a darker and more powerful voice to emphasize the emotional range of this mythological character.

Kipps Horn

Gift from the Greeks

Persae of Aeschylus: Centenary Production.
Bradfield College.

Persae is Aeschylus's earliest extant play and as such the origin of European drama. It has seldom appeared in the theatre and a fine production (in English) some years ago by the Crucible Theatre Company went no further than Sheffield.

It has now become, a little uneasily, the centenary choice of Greek play at Bradfield. Christopher Stace, the producer, in a note contained in the indispensable and modest programme which Bradfield provides, writes "It remains to be seen whether my choice has been a wise one or an aberration". I do not know how wisdom of choice is to be assessed, but it is an exciting and enterprising one. It was perhaps an encouraging sign that though the afternoon on which I saw the play in the Greek theatre was grey with packed clouds and imminent rain, the large audience did not stir during the performance.

Certainly the production offers formidable problems. How represent a play on a contemporary subject when it is the only example to be found in all Greek tragedy? How maintain the excitement of dramatic tension and interplay when of two main characters one is a messenger who only recounts bad news of Persian disasters in a mainly naval war with Greece, the other the Persian Queen Mother who listens with anxiety while she suspects the truth and with growing horror and despair as it is told? How link dramatically with her as faithful partners the elderly councillors who constitute the chorus and reflect by means of lyric, gesture, act and movement her gradual decline in hope? Finally (and to judge by the programme notes most difficult to decide or leave inconclusive) in a Greek play set in or about the Persian capital, 2,000 miles away from Greece, how far orientalize your costumes, choreography, set, and music, without destroying the Greek theatrical conventions within which your play exists.

Well, obviously you need skill, talent and hard work from all who take part. One trembles as one reads the programme and senses the intensity of devoted labour that made this production, quite apart from the mastering of, in some cases long Greek parts.

In a short review, one should not deal in detail. The production seemed to me successful in not attempting to impose on the play too rigid an interpretative pattern. The effective playing of the part of the Queen Mother by the first girl ever to appear in a Bradfield Greek play notably extended the vocal range and flexibility which it is so vital to do in producing Greek Tragedy. I admired greatly the skill of the messenger whose always clear, varied and exact Greek speaking in a long part was remarkable. The chorus played with energy and skill; on occasion their vigour and rapidity of movement were distracting and seemed too much to belie their status as elderly councillors. But theirs was the great moment of this production when after the final departure of the Queen Mother in despair, after Darius's grey ghost has returned to the tomb, the chorus sing so unexpectedly of their own happiness in the past, when Darius was king and gave them good government. At that point lyric, choreography and music all came together with splendid success.

This is a fine production which deserves celebration.

Denis Henry

Lingo

Sir, – The price of liberty – and its preservations from licence – is eternal vigilance, and nowhere more so than in the overfree use of language. Recently, two words have emerged in your columns which need to be driven screaming back into the dictionary until properly and appropriately required.

ENORMITY, of course, is an old and tried candidate for misuse because ENORMOUSNESS is a clumsy and uncomfortable word. Nevertheless it does refer to the quality of size whereas ENORMITY actually means "monstrous wickedness; crime", which is not in many cases the user's intention.

But only a week or so ago, one of your television critics, wishing to congratulate, went public with "Everyone involved in – deserves the most fulsome praise". It may well be true if what was meant was "cloying, excessive, disgusting by excess of flattery, servility, exaggerated affection)". There are many ways to get into television and the above definition may help if observed in detail. But what your reviewer actually wanted was to pay the fullest possible compliment. So despite the enormousness of the task, let us beware of the enormity of the offence of using fulsome praise if you are liable to be found out.

GRAHAM TAYAR
Fortismere Avenue,
London N10.

Out of the cracks

Queen maggots and worker maggots, in lurid green leotards and with gruesomely made-up faces, come up out of the cracks after nuclear war, together with splendid success.

Melody, subtitled A Contemporary Dance-a kind of Freudian dream-and the antithesis of pretty ballet, was created and presented by King Edward VI School for Girls, Handsworth, Birmingham. Danced to the canned blanket sound of the likes of David Bowie, co-produced within the school by Cathy Macaskill (choreography) and John Hodgett (design), there was an ambitiousness here, and an intensity of invention and concentration, that I have seen professionals fall short of.

D. J. Hart

Singles master

Graham Sutherland.
The Tate Gallery until July 4.

If Graham Sutherland is, as this exhibition seeks to show, one of the greatest British artists of this century, then it is as a master of the single image alone. Hardly anywhere in this very comprehensive collection is there evidence of that attribute most essential to a painter: the ability to take possession of the entire surface of the canvas and make it work. Time and time again one is impressed by a forceful, often centrally placed figure but the rest of the picture slips away into a void. Even the celebrated portraits have a disturbing tendency to dissolve at their extremities, all the attention focused on the head.

In the twenties, Sutherland earned a living as an etcher working under the influence of Samuel Palmer and extending the dense textures of the foliage to the total scene itself. When he turned to painting in the thirties, under the belated influence of the modern, it was less this synthesizing vision that characterized his first mature works than the enlargement of the particular; the unfolding flatness of a clump of leaves serving as analogue in "Entrance To A Lane" and the uncoiling, grasping tendrils in "Gorse on Sea Wall" metamorphosed into a monster.

What unites the portraits with these often thorny, alienating images is their similarities of form, frequent isolation and their underlying aggression. Even more decorative and exotic works like "Palm Paliside", done after the war when he was living in the south of France, is matched in its spikey, bird-like stance by the plumed and perched presence of "Mrs Emery Reves". Sutherland's Riviera neighbour, and the corollary to his other, mostly frenetic sitters is the series of 26 lithographs he did between 1967-68, "A Bestiary and Some Correspondences".

There is sufficient evidence in his work as official war artist to show that he was excited by the violence and destruction but when it was all over and the vicar of St Matthews, Northampton, suggested an Agony in The Garden to Sutherland because of its landscape theme, he turned it down and presented "The Crucifixion" instead; an image as bent and twisted as the devastation he had seen and which gave rise to another menacing figure, for all its dependence on Picasso, the "Thorn Head". Beside these misanthropic visions, the more positive subjects, like the studies for "Christ in Majesty" or the hugely inflated "The Origins of The Land" seem feeble.

Michael Clarke

The Bees: Expulsion and Killing of an Enemy (1976)

Cinema

Bedpan humour

The framework for Lindsay Anderson's attack on modern life in Britain, **Britannia Hospital**, is the auspicious day in the life of that Hospital when royalty is to attend centenary celebrations in the course of which she will open the Millar Advanced Centre for Surgical Science. Plenty of scope for topical jabs at current ills – the National Health Service is well-endowed with the kind of symptoms to which may be attributed the nation's malaise: numerous unions confused between means and ends and simultaneously aggrieved and alienated; a shortage of money from the things that matter (patients and staff) and excessive funding (by the *Japanese*, here) for research of dubious value; the distortions of class, reflected in the pay-bed dispute and also represented here in the form of the Palace staff (the royal figure herself is not made a target of humour). On the sidelines are the press and the media, self-seeking, obsequious, and amoral, and the politicians, in this case the extra-parliamentary ones, the leaders of the frustrated and disaffected. Gradually the stage is set for an ugly showdown.

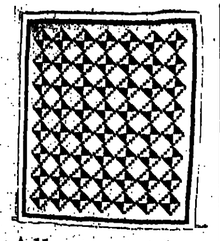
In the manner of a thriller, Anderson entwines his threads, cutting from picket line to research lab, to the hospital radio studio, to the rebellious kitchens, and so on; but some of the threads are over-stretched. Too long, for instance, is spend in the ice-cold symmetry of Professor Millar's (Grahan Crowden) empire, where, except for some gruesomely funny sequences around the reconstruction of Mick Travis/Travers (Malcom McDowell), the setting and script are reminiscent of any American science-fiction series.

The film's force is further diminished by Anderson's returning to a theme, the medical predilection for technology, in more or less the same terms as in *O Lucky Man*, where Professor Millar's ambitions had made him equally contemptuous of human life. And *Britannia Hospital*'s conclusion looks like an abdication on the director's part: there is nothing built into the film to suggest that the diverse factions could be reconciled at Millar's shrine, his charisma having not previously been shown to flourish outside his glass tower.

There is a certain amount of black comedy. Satire, however, demands no faltering, no moment of compassion, no furthering of the story or characterization by other means. Anderson's targets seem too easy and his comic ambitions too hard to harness – this time.

Sue Lermon

"Britannia Hospital" is on national release.



All sewn up

Quilting, Patchwork and Applique, a touring exhibition organized by The Minories, Colchester is sub-titled "Sewing as a Woman's Art" which should cause feminist gorges to rise. Nevertheless, this work has been associated with female endeavour from the time when it was a decorative adjunct to the utilitarian, to the present day, when it has been educationally institutionalized into Fine Art replete with art school courses. A fine show (its) covering the period 1700-1982, and perhaps proving that the "discovery" of abstract art is just another male conceit.

Ray Rushton

Cecil Frith Gallery, Arts Centre, Sunderland, June 15 – July 10. Cliffe Castle, Keighley, West Yorks. July 31 – September 12. Guildford House, High Street, Guildford. October 2 – October 30. Arts Centre, Penglais, Aberystwyth. January 8 – February 5 1983.

Workers' playtime

Setting up a professional childrens theatre group to tour schools at a time when spending on both the arts and education are threatened must seem an unlikely gesture. The Warehouse Theatre in Croydon has done just that and its ten-strong touring company Warehouse Deliveries has been visiting South London schools throughout May with **Don't Lump It**, a play for six to eleven year olds.

The secret of what would seem to be a brave but doomed venture, lies in its funding: the Manpower Services Commission. All members of the company, backstage as well as players, are paid through the Community Enterprise Programme and, with the exception of Director Rod Lewis, were previously unemployed. This background however should not be taken to mean that the group is in any sense amateurish – the actors and actresses all have professional experience, Warehouse Deliveries is providing them with experience and retraining as well as an opportunity to practice and develop their craft over a sustained period.

The ability to get bookings for a new company must lie in the material, and Warehouse Deliveries are fortunate in the choice of their first production: A grant from the Greater Institut paid for the translation of *Don't Lump It* from the German play *Mannomann!*, written originally for the GRIPS theatre in Berlin; Germany's show-piece children's company. Its British production is evidence of a growing interest in the author Volker Ludwig and his work for children; an interest which has already seen two other groups touring with his plays this year.

Don't Lump It is centred on the story of a divorced mother, her two children and what happens when she remarries. The play manages to challenge and, question a wide range of attitudes and roles without ever lapsing into polemic. More refreshing though, for a production where adults play children, it succeeds in communicating a child's-eye perception of life without patronizing children.

With a successful debut production coming to the end of its first tour this week, Warehouse Deliveries are well into the rehearsals of their next play, this time for an older audience in youth clubs and secondary schools. After this they will return to children's work in time for the summer holidays with a series of outdoor performances booked already – perhaps professional theatre for children in South London is not doomed after all.

Alastair Thomson

The National Theatre's regional tours are to be sponsored to the tune of £240,000 over the next three years by John Player & Sons. The money will be used to take to the regions those extras, such as foyer music, lectures, workshops and platform performances, which London audiences take for granted. The Arts Council will continue to sponsor the productions themselves. This is not the first time the NT has received sponsorship, the Midland Bank's contribution to the tour of the *Caucasian Chalk Circle* being the most recent example.

Literary competition

Competition No 27. Report by Scylla
This small class has done quite well with its special projects, though some chose unsuitable subjects: (Erica Roe can surely not be described as one of our masters.) Naturally most chose their subjects conservatively and many picked the top "master" of all, though only Polly ranged far and deep enough in the subject. I liked the short essay by George, with his pun about the Chancellor being too easily satisfied with "Howe" instead of "Why"; and I enjoyed Paul's remarks about "Prior J"; "the sad loss of his pet fish" and "Matron is concerned about his constitution, which is susceptible to damp"; unfortunately he did not maintain this standard. I fear there was some evidence of collusion between some members of the class, as many included versions of "he/she should go far" in their essays: this was so common that punishment seemed pointless. For consistency of effort the top prize must once again go to Billy, with Andy not far behind.

To business: £10 to Bill Greenwell, £8 to Andrew McEvoy, £6 each to E O Parrett and B S Pratt. Consolation £2.50 each to George Moor and Paul Griffin.

Boyson, R.
Woodwork: In the popular phrase, the right hand knows what the left is doing.
English: Excellent at spelling, parsing and punctuation, although his stories are rarely so well composed.
Latin: Although his sentences do not always agree, he declines well.
Drama: Played the lead in our adaptation of *Hard Times*.
Arithmetic: Generally excellent sums, although he couldn't answer the question "What is 16 + 47"
PE: Considered unfit, but gives the impression of knowing the ropes.
Art History: Sensitive. He prefers the medieval: talks a lot of Bosch.
Headmaster's report: Rhodes is hot on the School's Council, and has benefited greatly since we began team-teaching and abolished the slipper. He is making uniform progress; the staff hope he will go very far.

Bill Greenwell

Pym, F
Francis has come on remarkably lately. As principal discipline monitor, he not only maintained it effectively but retained the liking of the whole House while so doing – clear index of the firm yet flexible personality. Unafraid to form his own opinions and even differ decisively from the present formidable Head of School, he has performed the various duties apportioned to him with great suppleness and versatility but without any too overt display of ambition. As a result, his claim to be Head of School in due course in *his* turn now seems irresistible. But what really impresses me about Francis is his ability to speak fast and fluently and with apparent total candour – while *in fact* expressing himself in phrases rich in ambiguity. Such a boy cannot but go far!

Andrew McEvoy

Thatcher, M
French: Has had great difficulty with French. Trying.
Economics: Interpretation of theoretical material often at variance with facts. Strong tendency to stop others from working.
Chemistry: Margaret did so well earlier that we much regret her turning her attention more to other fields of study.
Domestic Science: Puts on cursory show of interest occasionally.
Geography: Spasmodic but intense interest, spending a lot of time on current "South Atlantic" project.
Craft: A great deal of talent for this.
Politics: Gained top position, but education has suffered as result.
History: Gained a "first"
Maths: Has ability to manipulate figures, but many of her answers ure wrong.
General Conduct: Margaret's tenure of office as Head Girl has made her some friends, but many enemies. She should go a long way.

E O Parrott

Tebbit, N
Academic: Tebbit finds advanced level Politics difficult and continues to struggle with his English, while History and Economics are altogether beyond his grasp. He shows no interest in any form of further education – a feeling that is likely to remain mutual.
CCF: Excellent. Tebbit enjoys drill and appreciates the value of basic training in uniform.
Rugger: Very skilful with his boot, but Tebbit really must learn the rules of the Union game if he is to succeed.
House Master: He is a less frequent bully in the House these days. His sadistic streak was still in evidence, however, with his bicycle joke. Some people have still not returned from his wild goose chase.
Headmaster: Tebbit should go far.

B S Pratt

Howe, G
Geoffrey has not fulfilled his earlier promise. His performance lacks dash. He has become overinclined to credit what he would like to see with actual occurrence, and this retreat into dream can only make his eventual awakening all the harsher. At his present age there is little chance of his becoming headboy, and I wonder, while he is still with us, if he may not prefer a move to another less competitive house. The cause of his trouble has been a too easy satisfaction with Howe instead of considering "Why?"

George Moor

Prior, J
It is never easy to see a friend expelled, but James has bravely resisted any tendency to sulk about it, and has concentrated on his work. Neither the sad loss of his pet fish, nor his new and unwelcome prefectorial duties have been sufficient to deter him. He is not a games player, though he works hard with the Young Farmers' Club. Matron is concerned about his constitution, which is susceptible to damp. She fears he may expose himself and catch a chill. It would be a pity to bring so long and worthy a school career to a premature end.

Paul Griffin

Competition No 28 Set by Charybdis
Kenneth Clark has written: "nowhere is there a greater display of sincerity and nowhere less art than in a graveyard." Competitors are invited to redress the balance somewhat with artful but not necessarily very sincere (and non-libellous please) anticipatory epitaphs in verse on any famous living figures. Limit: 8 lines for each epitaph but as many shorts as you like. Closing date June 16.

OLIVER TWIST
by Charles Dickens
A faithful and fresh new adaptation by Nigel Bryant
at the
VICTORIA THEATRE
Stoke-on-Trent
(*"One of the most original and innovative forces in British Theatre" WMA Arts Report, May 82).*
OLIVER TWIST
daytime and evening performances
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Still some tickets.
10 to 15 year-olds and accompanying teachers HALF PRICE
The Vic is only 1 hr by road from B'ham or Manch (1 hr 50 mins by rail from London).
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Victoria Theatre, Hartshill Rd
Stoke-on-Trent ST4 8AE
Tel: (0782) 615902
(10pm-8am Mon-Sat)

Richard Wilkinson's review *The Collapse of the Concert of Europe* by Richard Langhorne (*TES* 23.4.82) omitted details of the paperback edition which is available at £3.95 from Macmillan (0 333 29213 8).

Extra reviews of books on Albert Camus and the English countryside on page 33.

Libretti

Cambridge Opera Handbooks:
C W von Gluck: *Orfeo*. Compiled by Patricia Howard. 521 29063 1. **W A Mozart: *Don Giovanni*.** By Julian Rushton. 521 29063 3. **Richard Wagner: *Parsifal*.** By Lucy Beckett. 521 29062 5.
Cambridge University Press £3.95 each.

Richard and Cosima Wagner: Biography of a Marriage. By Geoffrey Skelton.
Gollancz £15.00. 575 03017 8.

Unlike their earnest German counterparts, English opera-goers have never had overmuch time for learned programme books. And certainly they have their priorities right, for the theatre communicates through a language inaccessible to the frozen word. But opera does demand a degree of serious preparation from all concerned. A great performance will leave the spectator wanting to know more about the work in question.

It was doubtless with this in mind that English National Opera's Nicholas John, already known as a resourceful and imaginative editor, launched the ENO Opera Guides. Published by John Calder, this valuable series (I have to own up to having contributed to one of them) makes libretto, translation, and basic information about the opera conveniently available for the very modest price of £2 per paperback volume. The editor's problem here is plainly to keep the guides within reasonable bounds. Many of the greatest works in the repertory are also the most complex. So a parallel series of Opera Handbooks has now been launched by Cambridge University Press, who acknowledge a debt for the idea to the ENO.

These are scholarly monographs which assume a basic acquaintance with the work concerned and go on to explicate major textual problems, to describe its stage history (what Jonathan Miller would call its "afterlife"), and to engage issues of its meaning, influence, and wider significance. Any critic or teacher who has tried to unravel the different versions of Gluck's *Orfeo* or of Mozart's *Don Giovanni* cannot but be grateful to the authors of the CUP handbooks, likewise anyone who has until now looked in vain for a truly intelligent account of *Parsifal*. My one complaint is that these first three volumes don't go quite far enough – the longest runs only to 165 pages. One would like to be able to say that each book contains pretty well everything that the serious student might reasonably wish to know about the opera and its history – and that can't be said yet.

Julian Rushton has abundant cause to complain that "*Don Giovanni* is regularly performed and recorded in an inauthentic form, an amalgam of the Prague and Vienna versions", and the author has been particularly skilful in defining the two authentic versions and discussion their pros and cons. Professor Rushton has firm and well defended ideas as to how *Giovanni* should be staged, although I think he goes too far in hazarding that "it acts so directly and subtly through its music that in truth it needs no staging" (Mozart would not have agreed with that).

Professor Rushton coopts two additional authors to contribute chapters on specialized aspects, a principle extended by Patricia Howard, who shares her exposition of Gluck's *Orfeo* with Eve Barsham, while inviting Charles Mackerras, John Eliot Gardiner and others to describe their own experience of putting the opera on today.

Moving with confidence and authority into the more rarefied air of *Parsifal*, Lucy Beckett – with the aid of a chapter on the music by Arnold Whittall – courageously insists on rescuing the work from "the safe quarantine area of the aesthetic". By this of course she means the common attempt to minimize the embarrassment caused to thoroughly modern man by dismissing the work's religious content in favour of the tonal beauties of the score, etc. In a study of remarkable penetration and discernment Lucy Beckett begins and ends by taking *Parsifal* seriously on its own terms. She summarizes and reviews all important familiar and unfamiliar appraisals, from those who have seen it as "a simple work of Christian edification" to those latter-day detractors such as Robert Gutman who rejects it as a tract for anti-Semitism and anti-vivisectionism, "vicious in content and evil in influence". Dismissing the notion that *Parsifal* has any specific transcendental Christian theology in its making, Lucy Beckett invokes the theologian Karl Barth (supported by R F Leavis, a somewhat unexpected critic for this context) to define that sense in which *Parsifal* was incontrovertibly "religious" for Wagner, and is so today for ourselves.

Lucy Beckett makes good use of the recently published diaries of Cosima Wagner, the latter half of which give a remarkable picture of Wagner battling to complete *Parsifal* against rapidly failing health. It is the well-nigh million words of these diaries (and the publication of *The Brown Book*, Wagner's own diary for 1865–1882) which have prompted Geoffrey Skelton, their expert translator, to retell the oft-told story of their life together in *Richard and Cosima Wagner*. From the moment when she consented to Wagner trundling her across a Frankfurt square in a barrow, for Cosima it was sacrifice and masochistic self-effacement all the way.

Mr Skelton offers a highly readable and well-balanced account totally free from the censure of sycophancy which have blacked or guilded the work of so many previous biographers. There is little new material in this book, but innumerable readers will have cause to thank Mr Skelton for such an attractive presentation of source-material which otherwise withholds its most telling secrets from all but persistent and indefatigable Wagnerians.

Patrick Carnegy

Labour of love

The Book of the Piano. Edited by Dominic Gill.
Phaidon £19.50. 0 7148 2036 9

"Choose a model: imitate him. If you have nothing to say, then all you can do is copy. If you have something to say, your personality will appear at its best in your unconscious infidelity." Thus Ravel, quoted here with approval by Sir Clifford Curzon in the course of a soliloquy on the harnessing of talent in the cause of art from which all young pianists should draw inspiration.

The Book of the Piano seems at first glance a curious hybrid, with its coffee-table format, high price, and intellectually high-powered list of contributors. Flipping through, one is instantly struck by the scope and imagination of its illustration: wonderful eccentricities, haunting early photographs, and touching sidelights on musical history – an accomplished watercolour by the endlessly accomplished Mendelssohn, the manuscript of a graceful letter in which Louis van Beethoven thanks Thomas Broadwood for the present of a piano ("Jamais je n'eprouvais pas un plus grand Plaisir . . . .")

Then, wherever one begins to read (each chapter has the solidity and completeness of a monograph) one senses that the whole thing, with its preface, prologue, anatomy, chronology, glossary, bibiography and discography, is a composite labour of love.

From its rudimentary origins through its wierd Victorian ramifications to its latter-day denaturings by Cage and his acolytes, no aspect of piano technology has been omitted; composition for the piano is given a complete potted – but not clotted – history; changing styles of playing are discussed both as cause and effect of new technologies, as well as in their purely aesthetic guise. Every chapter is well written, and three are outstanding: David Murray's vivid essay on the Romantics, Charles Rosen's illuminating section on the use of the pedal, and Wilfrid Mellers' passionate and proselytizing appreciation of American jazz. (Incidentally, did you know that that source of ragtime, the cakewalk, was a grotesque dance wherein Negro slaves competed for the prize of a cake? Neither did I).

Several histories of the piano have been published recently but this, despite its price, really does make them redundant.

Michael Church

Styles of pianism: Liszt, Mozart, Schnabel and Mendelssohn.

Begging the big questions

Cultures on Celluloid. By Keith Reader.
Quartet Books £11.50. 7043 2272 2.

The title may give off a whiff of some scientific concoction, but *Cultures on Celluloid* is, in fact, an examination of the cinema of the United States, France, Britain, and Japan, by varying approaches and in diminishing detail, in the light of the author's claim that, "all the film cultures . . . acted as propaganda for and endorsement of its country's 'way of life'." Analysis should therefore prove revealing of hidden attitudes, of a country's subconscious, reflected in some kind of positive light.

However, it seems odd that, to consider seriously the nature of cinematic endorsement of a way of life, the author did not number among his chosen countries one for whom such a purpose is the over *raison d'être* of its cinema (and of its other artistic endeavours). This would have provided a valuable yardstick to measure against these cinémas, supposedly governed by market forces, cinemas that Reader seems to find less endorsing their respective societies than exposing the cracks, mirroring through fiction the contradictions, prejudices, and anxieties. So much one would expect, but Reader has set himself a task rather different from unveiling the American psyche through *film noir*; there are of course awesome problems of methodology, problems which make it difficult even to know whether the statement quoted above can be sensibly established.

In selecting films to discuss the author deliberately has an eye to what is available to us. That is practical, but begs enormous questions, in particular that of film distribution. The very fact that we readers are the victims of a monopolistic system manipulated from abroad has something to say of at least two of the film cultures in question – and might begin to explain why cinema, rather than theatre or literature, is felt to be the art form vulnerable to pressures to support the status quo in countries proclaiming freedom of expression. Indeed, the whole social, financial, historical, and technological framework of film production needs to come under scrutiny at this point.

The fluency of the text is beguiling: one proceeds at breathtaking pace. Wariness is advised in this seamless prose, as the following indicates. When writing of the western in the late sixties (there is a dangerous vagueness here about dates, incidentally, with a compendium of American ills from McCarthyism to Watergate bracketed together and seemingly accounting for the decline of the genre in the early sixties), Reader refers to the "retreat into the camp nostalgia of self-parody (the *Dollars* series)". One need hardly be a film buff to know that the Dollar films were the apotheosis of the spaghetti western, a form self-evidently devised by Italians. They were certainly appreciated by Americans, but I don't think that is all the author is meaning.

For whom, it may finally be asked, is the book written? We are, for instance, carefully told who Mifune is, yet are expected to be familiar with "the famous final crane shot" in *Ugetsu Monogatari*. That shot, alas, is missing from the reels of my memory.

Sue Lermon

Dyed in the wool

A Dyer's Manual. By Jill Goodwin.
Pelham Books £9.95. 0 7207 1327 7.

As a reaction to the machine age, experiments with natural dyes are a never ending source of delight.

Jill Goodwin and her brothers were brought up in a Tudor farmhouse where plants and weeds grew in abundance. Beyond the garden sheep grazed, so both the dye sources and a fibre were to hand. A governess provided inspiration, and so, at the age of six the tests began.

The children made their discoveries by boiling fruits, flowers, or weeds over a makeshift fire in the garden, just as primitive man must have done. The tufts of fleece were then simmered and the resultant wools, now magically coloured, led to a life-time of practical and experimental work on spinning, dyeing, and weaving.

This is an endearing book written by a self-taught enthusiast whose non-conformist approach has led her to discover reliable dye sources which have not previously been mentioned in natural dye books.

Mrs Goodwin feels strongly that this craft should be included in the school curriculum. Her book would be easy to work form; very little equipment is needed. The experiments she proposes could start with growing or collecting particular dye plants, and continue with dye experiments with various mordants (which make the colour fast and alter the tone or shade). This would lead on to felt-making, spinning, weaving and knitting, or for the less able sample charts of graded tones and shades.

Betty Tadman

Women at war

Scars Upon My Heart: Women's Poetry and Verse of the First World War. Selected by Catherine Reilly.
Virago £3.75. 0 86068 226 9.

"Nobody asked what the women thought": S. Gertrude Ford's complaint has been answered by Catherine Reilly's anthology. Carefully edited, with relevant biographical information, the collection reveals a wide range of poetic responses – from the painful perception of Edith Sitwell's "The Dancers" to the Binyonesque sentimentality of Margery Lawrence's "The Lost Army".

The famous and the obscure are represented. How rambling and self-regarding Marie Stopes' "Night on the Shore" seems in comparison with the awesome simplicity of Alice Meynell's "Lord, I Owe Thee a Death". Neglected writers reemerge, like Anna Kennedy whose sonnet "Reported Missing" acutely evokes the bereaved woman's inability to comprehend loss in an unchanging rural England.

Insight is also given into the nature of "women's war-work" – nursing, hospital visiting, serving in canteens, washing dishes. A sense of guilt or anger informs the best of these poems: Winifred Letts' nurses play cards while their patient dies, and May Sinclair's ambulance-workers enjoy "hard and strange" safety as they bring in their "red and white harvest" (a powerful inversion of woman's rôle as haymaker and life-giver). A familiar undercurrent is a chafing against society's restrictions on female activity: only jingoistic Jessie Pope considers women doing "men's work" as a temporary wartime expedient.

Identification with the exclusively male experience of warfare is inevitable. But whereas Alice Corbin imaginatively realizes the act of dying in battle, Harriet Monroe elliptically suggests the vicarious element. It is not surprising, perhaps, that some of the least successful poems are those portraying women in the passive rôles of wife and mother – nurses are inaccurately associated with Mary and soldiers with Christ; a preoccupation of combatant poets too.

Catherine Reilly has produced an essential collection for anyone studying the Great War, and has demonstrated that women can write as well or as badly as men about war.

Edwina Burness

Pollsters at play

Portrait of an Election: the 1980 Presidential Campaign. By Elizabeth Drew.
Routledge and Kegan Paul £10.95. 0 7100 9021 8.

Interest Groups in the United States. By Graham K Wilson.
Clarendon Press £12.95. 0 19 827425 4. £4.95 0 19 876095 7.

"Politics" as Elizabeth drew reminds us in the introduction to her lucid account of the 1980 fight for the American presidency "is a very particular and fascinating art form." However, as both these books show, the principal practitioners of that art form are no longer the political parties but the pollsters, consultants and direct mail wizards who, together with the plethora of pressure groups that exist in the United States, seek to control the democratic process. Gone is the corruption of Tammany Hall, the power of the party bosses and the excitement of the deadlocked convention. In their place is a decentralized process in which the ambitious individual, complete with computer print-out and firm of political advisers, is free to try his luck and spend his money in the series of primaries which formally last from January to June of an election year but which dominate political calculations for a much longer period.

Not surprisingly the progressive decline of the party and the near-anarchy of the contemporary electoral process in America have left their marks on the whole constitutional system of that country. Elizabeth Drew's book is thus in one way both a footnote to the Carter presidency and its legislative failures as well as an ironic commentary on the unanticipated consequences of the party reforms of the seventies.

The election of 1980 was, of course, unusual in a number of respects. In the background loomed the issue of the Iranian hostages which clearly affected both the voters' attitude towards President Carter and his strategy during the election. Although the decision to avoid direct campaigning during the primaries and to remain aloof in the White House was "more a situation that evolved" than a conscious tactic, it made Edward Kennedy's task as Democratic challenger for the nomination all the more difficult. Yet by the time of the Convention, Kennedy had found a justification for his campaign and there were deep divisions within the Democratic ranks, President Carter achieved the formal victory but he remained remote from the "sweaty heart" of the traditional party represented at the Convention. In consequence Carter had to rely on the network of interest groups and constituencies he had wooed over the previous four years – most notably the ethnic minorities and the educational lobby. Unfortunately for him that personal coalition simply fell apart in November 1980 leaving the Democratic Party in disarray.

Elizabeth Drew's book is rich in journalistic insight and very good on the twists and turns in the saga of how a former peanut farmer was replaced by a real actor as the holder of the most powerful elective office in the world. It should be compulsory reading for all critics of the *British* electoral system as well as for serious students of American politics.

Graham Wilson's short introduction to American interest groups will be found useful at both the school and the university level. It provides a highly competent survey of the literature of pressure groups in American politics and sets the study of those groups in the context of wider theoretical concerns. Because Dr Wilson is an authority on trade unions and agriculture, the parts of the book where he deals with these interests are particularly useful. Less good, perhaps, is the section on the newer public interest and single interest groups. Is it really true to say that politicians under pressure from anti-abortion groups can yield to them "knowing that nothing can be done to outlaw abortion"? And has not the National Rifle Association been outflanked on the "lunatic right" by Gun Owners of America which may benefit considerably from a direct mail campaign designed to make law and order an issue of major political importance?

It is not clear when the book was written but it has some rather irritating errors. Abner Mikva, for example, may have been a Representative when the author first constructed his text; but he is now a judge on the DC Court of Appeals. The early assertion that Democrats have controlled Congress since 1954 and "are expected to continue to do so" is somewhat unfortunate. And there is not enough on the groups which engage in foreign policy lobbying. These reservations are not, however, all that serious and the teacher who can supplement the book with other reading will find it a succinct starting point for the examination of the forces which determine much of who gets what, when and how in the United States.

Gillian Peele

Looking hard

A poet, said Robert Graves, should beware of "the ranch-brand of the anthology in which he first appears". It may lead to his being "made to suffer for the failings of the other weaker members of the herd". As Robyn Marsack points out in the excellent introduction to Edmund Blunden: Selected Poems (Carcanet Press £4.95), Graves's friend was a case sadly in point. Along with other contributors to the fourth volume of Edward Marsh's *Georgian Poetry* he was damned for limp rusticity. "Great as is the power of country life over me," sighed Blunden, "yet I have always suspected myself of some inclination to explore other subjects". The extent to which, most of the time, he neither was a belated and redundant pastoralist, nor was making himself comfortable among "rainbows, cuckoos, daffodils and timid hares" (the catalogue is T S Eliot's), is splendidly demonstrated by this selection. He looked hard at things; and then wrote hard about them. Mostly they were natural things; but he also wrote about paintings, other poets, Japan . . .

And, of course, about war. "My experiences in the First World War," he said the year before his death in 1974, "have haunted me all my life". Images of war were never far from his images of natural peace. He appears in John Lehmann's The English Poets of the First World War (Thames and Hudson £3.95) as he described himself: "A harmless young shepherd in a soldier's coat". This is a highly recommendable account of poetry that remains a deeply moving astonishment – this *was* the first time that poets in quantity had found themselves engaged in a major war – and, surely, a tremendous influence. "There are children," Blunden wrote, "who will live to tell/The story of our stupid hell/To a fresh and charming race". Perhaps, one day: meanwhile, these poets tell that story to a battered race that just might be saved by the telling.

I've been reading Graves on Auden: "A fraud . . . a synthetic poet. . ." But then, Graves levelled much the same charge against Pope. A biography coming so soon after the death of its subject is best seen, perhaps, as a repository of gossip and of important intimate impressions of the man. Charles Osborne's W H Auden: The Life of a Poet (Papermac £4.95) is a lively example.

The *Paris Review* interviews are models of how to make famous complex persons talk. Malcolm Cowley in his introduction to Writers at Work: 1st series (Penguin £2.95) said it was largely because the interviewers were young and inexperienced. "Authors are sometimes like tomcats: they distrust all the other toms, but they are kind to kittens". And some of them, in this first of four volumes, were persuaded to miaow unforgettably.

Edward Blishen

Children's literature

Classic examples

The Story of King Midas
0 87614 129 7
The Story of Philemon and Baucis
0 87614 140 8
Theseus and the road to Athens
0 87614 141 6
The Story of Pygmalion
0 87614 127 0
All by Pamela Espeland.
Carolrhoda Books Inc.
Minneapolis Distributed by A and C Black £3.50. each
Tales the Greeks Told. By Sybil Marshall
The Thread of Destiny
£1.35. 0 247 12869 4
Rumblings of War
£1.35. 0 247 12871 6
Illustrated by Eric Thomas.
The Lion-Skin Cloak
£1.45. 0 247 12868 6
Seafarers' quest to Colchis
£1.45. 0 247 12870 8
Illustrated by Barry Wilkinson.
Hart-Davis Educational

Pamela Espeland's series of hard-backed glossy titles are, at £3.50 each, an expensive way to introduce children to the Classics. The low quality paper and the lavish but crudely drawn illustrations reflect all too well the triviality of the text. The stories themselves are well chosen for the legends of Theseus, Philemon and Baucis, King Midas and Pygmalion contain the elements in Classical stories which appeal strongly to the six to eight age group.

But if, as her publisher's blurb proudly proclaims, Pamela Espeland went back to original sources for her stories, her study of Ovid did not include an analysis of his superb narrative technique. Ovid's stories have a natural simplicity and grace which convey the dignity and universal implication of these tales as well as their essential humour. Pamela Espeland patronizes her readers, a common fault of those who lack narrative skill. Her dialogue, characterization and sentence structure are simplified to the point of bathos: "Sometimes he (Pygmalion) made statues of heroes. Sometimes he made statues of little children. Sometimes he made statues of gods and goddesses". She presents Jupiter and Mercury as gods who, finding divinity "hard work" are in "need of a vacation" and so go slumming among mortals disguised as "bums". What self-respecting Greek hero-in-the-making would allow his hair to be "mussed up" even by Heracles? Theseus, we are told, never forgot this incident and no wonder!

With their Batman and Robin approach to Classical stories, Pamela Espeland and her illustrators might find themselves more at home in the format of the strip cartoon. We could then dispense with her lumbering introduction about Ancient Greece and its importance and sit back and enjoy the action.

Sybil Marshall's series *Tales the Greeks Told* deserves more serious consideration. She is writing for the 10 to 14 age group and these paper backs would be useful in the first two years of a secondary school General Classics course. The separate volumes cover the story of Theseus up to his killing of the Minotaur ("The Thread of Destiny"), the legends connected with the causes of the Trojan War ("Rumblings of War"), the labours of Heracles ("The Lion Skin Cloak") and Jason and the Argonauts ("Seafarers' Quest to Colchis"). Unlike Pamela Espeland's series, each volume contains enough material to make it valid as a separate entity in literary terms and a worthwhile purchase.

The complexity of the background detail in Greek legends always presents a problem and Sybil Marshall tackles this with great thoroughness and some success. Each book has a strong unifying theme or central character and the narrative is divided into sensible sections. The Theseus story, for example, is in two main parts: the events of his early life and his adventures in Crete. This second section incorporates all the legends about the birth of the Minotaur, Daedalus and the labyrinth yet does not seem cluttered or irrelevant to the central theme. In some cases, the opening chapter of these books is unfortunately the weakest and least likely to engage the attention. The account of Heracles' birth and the events leading to the "labours" is too long and too cluttered with proper names to be a successful single chapter. However, once this initial background is surmounted, the narrative is exciting and fast-moving. The writing is simple yet elegant.

One achievement of this series is that Sybil Marshall manages to explain the motives for her characters' actions in terms relevant to today without being patronizing or betraying the view of life of the ancient Greeks. Her comments of the relationships between gods and men are pertinent and interesting without obstructing the narrative. She is particularly sensitive in her handling of the sexual complications which beset Greek stories. There is no omission or embarrassed periphrasis in her account of Pasiphae of Alcmena's problems.

At the front of each book is a large map showing the places mentioned in the story. The route of the Argonauts, for example, is shown in detail. A brief but helpful guide to pronunciation appears after the text. The narrative is well supported by coloured illustrations; those by Eric Thomas being particularly successful. This is an attractively designed series which could provide a useful introduction to the main Greek legends.

Pam Michell

Enter at random

Freud, while not believing in Shakespeare's authorship of his plays, nevertheless took characters from them to illustrate his own writings. This is one of the more far-flung Shakespearean references in the comprehensive paperback edition of Stanley Wells' Shakespeare: An Illustrated Dictionary (Oxford University Press £4.50. 0 19 871 074 7). As it is carefully cross-referenced, it is rewarding to dip into at random; one consultation can lead on to a fascinating chain of entries. Almost every conceivable offshoot from Shakespeare's life and works seems to be gathered here: historical information on the plays themselves, the theatres they have been performed in; famous actors and actresses who have performed them; works of art, music and criticism they have inspired. The entries are complemented by well-chosen black and white photographs.

Caroline Mendham

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technical books
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F W Kellaway on some recent electronics texts

There could be several Ph D theses extant on the theme of the changing content of physics and electrical engineering courses in schools and technical colleges. Nowhere have the changes been more swift or dramatic than in the field of electronics.

Topics which just two or three decades ago would never have appeared in the textbooks now dominate them. The transistor, boolean algebra, "and" and "or" gates, flip-flops and servos – the very vocabulary, unfamiliar only a little while past, is now part of everyday speech for the budding technician.

Authors have been quick to respond, not least because of the development of Technician Education Council courses. Even before that stage is reached, however, electronics is a popular constituent of much O level and CSE work. But once beyond that, there is the real meat of the subject to digest.

A very suitable introductory Course is provided by B G Barker's **Foundation Electronics** (Nelson, £3.50) in which the mathematical demands and the practical skills are both modest. Topics are arranged in a score of units, the first five of which represent core material (the ideas of current, resistance and reactance, metering, transformers and so on). Then come sections on oscilloscopes, transducers, semi-conductors, circuitry, radio and (less usual in books of this nature) disc and tape recording. There is nothing detailed or complex about this; the intention, to supply the basics, is adequately fulfilled.

So we move on to books prepared for Technician Council courses. A L Cooper and T R Ball are especially sensible in their approach to **Electronics for T.E.C. Level II** (Stanley Thornes, £5.25). The subject, they write, "is most interesting and enjoyable if studied theoretically and practically concurrently. It can be studied in isolation of practical involvement, but a fuller understanding is always achieved if practical work is carried out. The book has therefore been written with a deliberate practical bias".

Thus circuitry is introduced wherever possible, especially on a "build-it-yourself" basis. The title of the book defines the contents, and so does that of D. C. Green's **Electronics T.E.C. Level IV** (Pitman, £6.95). This is one of the first texts available at this level, and it is clear that the work now becomes much more demanding of students' skills and intelligence.

Mr Green emphasizes that he assumes his readers "already possess a knowledge of Electronics, Electrical Principles and Mathematics of the standard reached by the level II units of TEC." It is arguable that such words as "good" and "thorough" should qualify the "knowledge" of that quotation, for students are now crossing the bridge analogous to that which led from the old Ordinary National to Higher National stages (or to the higher City and Guilds echelons).

It will be possible for many to scramble, with the aid of their colleges, to a pass at level three, but fewer will go beyond this on the ladder. As for the electronics, colleges will make a selection from the TEC unit material, since the time allowance for tuition is only 60 hours. Mr Green concentrates in this book on the analogue sections of the unit; there will be a companion volume to deal with digital aspects. Even then, the book runs to 278 pages, and necessarily so when one appreciates how thoroughly the topics are treated.

Another Pitman title is **Electrical and Electronic Applications** (£5.50) by N Morris, which involves both heavy current and light current applications treated in such a way as to be suitable for all electrical students.

Major applications appear also throughout **Technician Instrumentation and Control 4** (Cassell, £5.95) by D J Davey and E R Robinson. Once again, it is assumed that earlier levels have been successfully surmounted. Some thought for weaker brethren is, however, apparent in that "the whole approach of the text is to minimize the mathematical content and to present qualitative rather than quantitative explanations of most phenomena".

While it is true that this probably accords with TEC philosophy, particularly for this unit, it is also a pointer to the way that distinctions will increasingly be made between technicians and technologists. However, given their self-imposed limitations, Mr Davey and Dr Robinson present an interesting treatment, with description more prominent than analysis.

The approach of D C Ramsay in **Engineering Instrumentation and Control** (Stanley Thornes, £4.75) is not dissimilar. He is "as non-mathematical as possible", and avoids "the differential equations which tend to make Control Engineering and vibration theory so difficult for the beginner".

Both these books follow TEC unit U77/422 very closely and (although their authors and publishers might disagree) there appears little to choose between them. Nevertheless, it is possible to be decisive and assert that today's technician student is well served by the new wave of textbooks of which all these are but a small sample.

Lines of design

Graphic Communication for Technical Design. By K. Simms. Macmillan £5.95. 0 333 29181 6.

Test Papers in Technical Drawing, Second Edition. By Stanley S. Donaldson. Technical Press £3.95. 0 291 39488 4.

Design in Technical Studies. By David Luddington. Blackie £3.95. 0 216 90916 3.

Technician Engineering Drawing and Design 2. By K. M. Davies. Cassell £5.50. 0 304 30291 0.

Engineering Design for Technicians. By B. Hawkes and R. Abinett. Pitman £4.50. 0 273 01675 X.

Engineering Design for TEC Level III. By M. D. Brooks and D. Oldham. Stanley Thornes £4.25. 0 85950 303 8.

As more examinations are introduced which move away from mathematical-biased technical drawing there is a need for good textbooks reflecting the change of emphasis. The one by K Simms is another standard textbook on traditional lines and teachers looking for help with the new technical graphics exams may be misled by the title: the nearest it comes to meeting such needs is a short but clear section on perspective drawing.

Projections and geometrical constructions are well illustrated and explained though I have the impression that some sections needed revising more thoroughly – to quote page 5, "Underlining of notes on a drawing is not generally recommended" but between pages 95 and 109, in the middle of a fine chapter on auxiliary projection, this good advice is forgotten. As the book is basically self-tutoring in style, I think it is aimed at the brighter pupil for a fair standard of literacy is required.

The revised edition of *Test Papers in Technical Drawing* has ten complete papers progressing in difficulty. Each test includes a compulsory question of an engineering nature and seven constructional problems. The author fears he may be criticized for including appreciation and questions as an element of teaching in a test, but I am sure such questions help the student to pick out the salient points of the problem. The clarity of presentation in both script and drawing is very good.

It is interesting to find four new books which meet the needs of students following Design and Technology courses. *Design in Technical Studies* sets out to explain how designers work using the appropriate knowledge and relating this to the school situation. Well chosen photographs and very clear illustrations complement a well written text. The design process is explained effectively by working through three specimen problems and I am sure this book is worth a place in all C.D.T. rooms.

The final three books are aimed specifically at TEC A5 level students. *Technician Engineering Drawing and Design 2* is 188 pages long and the first 152 are pure solid geometry and engineering drawing. I like the emphasis on the practical: standard geometrical forms are related to engineering components and the applications of loci, mechanisms and cams all get thoroughly explained. The author gives a clear guide to the production of assembly and detail drawings with full explanations of tolerances, surface finishes, methods of joining metals and bearings. This central part is a good work of reference.

The last section is an all too brief study of the designer and the product with some reference to model making. It is the least satisfactory part of a good book because it is superficial.

The contents of *Engineering Design for Technicians* reflect the growing need for books on basic engineering design. To quote "its objectives are; to provide a basis for the proper selection and application of materials, the design form, mechanisms and components, with due regard to corrosion prevention; and to encourage a systematic approach to a given design function in all its aspects, with particular reference to ergonomic matters." I liked the clear diagrams and readable script which greatly assist assimilation, but the best features are the set of practical assignments and a full index.

Good as this book is, it suffers in comparison with *Engineering Design for TEC Level III*, both in content and especially, in paper quality and binding. A comprehensive chapter on materials including cost considerations precedes a comparison of basic manufacturing processes. Effective use is made of photographs while the drawings complement the script and set a good example to students using the book. An analysis of ergonomic factors and safety aspects of design form the third section and would give the student a sound basis for attempts at the design assignments at the end. The preparation and evaluation of the design of a sliding door suspension unit provides the methodology for these assignments. I found this book stimulating to read and I am sure it will be invaluable to both the TEC III students and to those at the secondary stage taking exams at O and A level in Design and Technology.

Ted Heasman

technical books
Mixed ingredients

Irene Finch

Nuffield Home Economics: Teachers Guide to the Basic Course £8.00 09 145591 X.
The Basic Course. £2.95 09 145601 0.
General Editors H. Faulkner and S. M. Mansell.
Hutchinson Educational for the Nuffield/Chelsea Curriculum Trust.

The editors claim that this course, when completed, will represent the fullest and most comprehensive development in Home Economics for many years. This Basic Course, covering the first two years of Home Economics in the secondary school, is revolutionary and may point to a special public examination syllabus, as for other Nuffield courses: the basics of Home Economics are crucial, though difficult to teach.

Teachers are not asked to discuss aims or choose content and objectives; this has been done for them. The stated general aims relate strongly to science, technology and general education. Consumer education is considered important but certain common aims for Home Economics, even management and time-planning, are not yet included. This omission could be important for pupils who give up Home Economics at 14.

There are four areas of subject matter, about equal in size: food science; nutrition; fibres and fabrics; people and homes. There is very little needlecraft or cookery in the ordinary sense. It would not be easy to add those because the course is said to take 55½ lessons of 70 minutes each and in fact would take longer. One estimated 70 minute lesson includes full details of the digestive system, digestion (with numerous enzymes and practical work), intravenous feeding, fate of nutrients, effects and storage of excess, and full details of dietary fibre, including diverticular disease and applications.

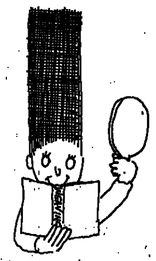
The editors are to be congratulated on tabulating so clearly, in the Teachers Guide, the concepts to be taught. The relevant skills are also tabulated, as well as being noted in the margins of the Guide, at relevant points. The analysis of skills is not, however, really adequate. Six general skills or abilities are listed, such as planning and observing. Each of these is further subdivided into smaller skills but there are two analyses, which do not agree. Science skills are to the fore, and traditional Home Economics skills not analysed, and not much in evidence. Planning is not mentioned in any of the marginal annotations. Pupils mostly do their experiments by following a recipe, but in the fabrics section they really do plan their own tests. One section has an interesting way of comparing performance of graters etc, but without the full range of criteria we would consider in practice. There is some laxity in defining skills. When children read in the pupils' book that ingredients are listed in order of amount, and then state the main ingredient in baked beans, they are said to "use references". Looking at a drawing of spice plants, with no questions to answer, is "observation", recall of an explanation is "applying knowledge" and so is following a book explanation. The frequent "applying knowledge" is related more to explaining scientific aspects than to solving children's practical problems in cookery, etc.

The fabrics section contains some very useful work and follows sound education practice in teaching fabric construction before fibres. People and homes deals mostly with electricity and lighting, with nothing on gas and rather loosely applied ideas on materials. People only come into a short discussion on house versus home: presumably the rest of the course does more. The subject matter of food science and nutrition is as the titles imply. The standard of accuracy is generally high, with a few serious errors in food science. In this section there are also traces of a debilitating pedantry which science teachers are currently trying to overcome. The separate authorship of the four parts has sadly prevented almost all scientific connexion between them: even between food science and nutrition. Thus an important advantage of science is lost. Children and inexperienced teachers cannot make these links for themselves. The practical work is often rather laboured for Home Economics. To show conductivity differences children take the temperature of three different bowls of water – in a cloud of steam from the pan the bowls stand in. But it is easy to show conductivity differences, and their importance, by cooking apple crumbles in different dishes.

We are not told about age suitability of the chapters, and level of difficulty is not one of the initial criteria. The general level seems rather high, but varied. Perhaps the work was tested on rather able children. It is a pity that there was no consultation with the group of internationally known experts on level of difficulty in scientific work. They are housed in the Chelsea building and have assessed earlier Nuffield Science projects. It is also disappointing to see that the problem of teaching well-known difficult concepts has usually just been evaded. The nutrition work is mostly complex and difficult, with all the nutrients introduced at once, and much work involving ratios and proportions. There are interesting ideas but they are too difficult. They seem to lead up to definitions of "nutrition" and "variety" which are unusual and debatable and not, in the end, put to use in assessing a sufficient range of common foods.

The authors have made a most welcome start in gathering material for testing children's progress. They do not always test the same ideas and skills that have been taught, some tests are trivial and some lengthy. Nevertheless, we should be grateful for this attempt to confront a most difficult problem, when others in the field are merely testing ability to recall.

Some teachers will probably think that Home Economics is merely being used for the teaching of science, so that this course turns them into second class science teachers. Perhaps certain parts will be useful and acceptable. I am more concerned about the rather uncritical attitude towards food manufacturers and their products. Some people criticize industry too much: our real aim should be to help people to choose wisely, and encourage manufacturers to meet the demand. Most Home Economics teachers, medical nutritionists and consumer organizations do however show a more balanced attitude than this project. Perhaps we are more worldly than the academic scientist. On the other hand, Home Economics teachers usually seem more hopeful about the possibility of changing our tastes in food, and detect moves towards the use of more fresh food. The nutrition author has written advertisers' material which has been criticized as being misleading to the public.



Ins and outs

The Essential Handbook of Weaving by Rosemary Murray
Bell & Hyman £8.95. 7135 12822

Despite the fact that the market is flooded with craft books for beginners, this is an addition I can heartily recommend to students.

It may be because Rosemary Murray was originally a painter that this volume has such a refreshing approach, but, whatever the reason, this book is both visually and verbally clear and doesn't labour any points.

The illustrations are in black and white, which puts the accent on the construction of the weaves rather than the colour combinations, very important in encouraging individual choice. There are 27 chapters which take the reader step by step through each process, starting with a few words on yarns and the systems we have for classifying them according to yards per pound. The many photographs and diagrams which break up the text are extremely useful and neatly serve to back up the written word. I have only two reservations. Firstly, little is said concerning the hundreds of different patterns which can be achieved with plain weave by altering the proportions of warp colours and repeating the sequence with the weft, which is an obvious but almost inexhaustible source of inspiration.

Secondly, the chapters on tie-and-dye, printing and painting, while rather weak on information to do with dyeing. However, any keen student would, as suggested, consult specialist books on the subject. So, all things considered, this is a very sound buy.

Gweneifur Fereday

Keys and outlines

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Edward Arnold

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Longman

Thirteen volumes – work books, exercise books, programmed courses and so forth – are here considered, each designed to help the typist and often the shorthand writer on the road to proficiency. The first eight books listed above have ring binders and open longitudinally, doubtless to make the would-be stenographer feel at home in her reading and only the last five titles are in the older form with lateral opening and spine.

The three languages referred to in the first title are English, French and German and the book is addressed to practising secretaries and students with one of those three as a major foreign language. The work is divided into 17 units (Chapitre, Lekton) plus an appendix but the ring-binder compilation often has the effect of having different languages in a manner that a lateral opening would surely avoid. Thus, page 13 in English ("Spacing") has on its reverse, Page 170 of the book, part of the French Chapitre 17 – "Sujets d' examen".

Despite my reservation on this aspect of the book's layout, it will surely be much in demand in Brussels, Luxembourg and Strasbourg.

The two volumes by Ms Lewis extend to 245 and 279 pages respectively and are aimed progressively at the Elementary and Advanced stages of examinations in typewriting. The author is an assistant examiner for the Royal Society of Arts and her books are specially suitable for the examinations of that society and for those of the LCCI and the BEC specification for the National Award Courses.

Ms Davis, the former head of department for Secretarial Studies at the City of London Polytechnic (and earlier, its constituent, the old City of London College) is the author of *Practical Typewriting* in Heinemann's well-known Made Simple series. Ms Davis compresses much practical information into her text of 144 pages and may be said to have succeeded in her objective to help make typewriting simple for her readers.

The two books by Mr Drummond and others appear in pleasing matching covers, in the case of the *First Course* stoutly bound.

Here again the vertical opening gives rise to some anomalies in layout: there is only one index but two pages of Contents, the second of which appears on page 109; about one-fifth of the "return journey" in a shorthand-writer's style book of 181 pages. Moreover, the text is broken up into 55 units but the units are mentioned in neither the index nor the Contents pages.

However, all in all, the twin books, with highly practical exercises in the companion volume are well designed to help the career stenographer.

The remaining books are more modest in their scope but fulfil certain stated needs of students of typing. Ms MacKay has assembled 148 production tasks in her Elementary book and 77 for the Intermediate stage. She rightly emphasizes the particular importance of proof reading and her "target times" for each of her 225 tasks is a valuable feature of her volumes.

Ms Himmarsh's three books provide extensive exercises in their stated fields and are designed to be used with any course book. They cover the standards of the CSE, RSA I & II, LCC and Pitman Elementary examinations in typewriting.

The two booklets of the LCC Commercial Education Scheme Series by Ms Quint are much the smallest under review but the author has packed many useful exercises into her 46 pages.

Hugh Tierney

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Building bricks

Martin Lemarie and David Bennett

Technician Construction Technology 3. By D M Jones.
Cassell £5.50. 0 304 30551 0.
Construction Technology – Volume 3. By J T Grundy.
Edward Arnold £4.50. 0 7131 34194.
Construction Technology Level 2. By R L Fullerton.
Technical Press. Part 1 £4.95. 0 291 39653 4. Part 2 £4.95. 39654 2.
The Maintenance and Adaptation of Building. By R Chudley.
Longman £3.95. 0 582 41573 X.
Basic Building Craft Science. By A Fitcher et al.
Granada £5.95. 0 246 11265 4.

The advent of the TEC courses in construction heralded a plethora of "new" textbooks eager to help the student with the new approach to the subject matter. The attraction which drew these books in part can be identified in the manner in which the new syllabuses were written. Unlike previous technician syllabuses these were written in behavioural objective form, which initially appeared to give a clear thread to the compiling of material for the books. However, the problem faced by the authors was that the behaviour described was the outcome of the students contact with the material, consequently merely fully expounding the items listed would to some degree carry inappropriate implications to this behavioural objective. Further, the limitation placed through the quantity of material described in each level of study has created a number of books which cover the material with differing degrees of generalization and explanation. This event can be of high value to the student but needs good indexing and cross-referencing to ensure that the young technician is aware of other complementary sources of information.

Construction technology is primarily taught as a visual/spatial concept and the measurement that must be ultimately applied to any textbook it sits contribution to this approach, not just as a repetition of existing illustrations, but in the form of a new clarification. In *Technician Construction Technology 3*, the author has combined existing material with his own sketches to explain the technology, and serves to illustrates a fundamental problem; consistency. The diagrams are clear but often at the sacrifice of completeness which carries the added problem that the detail of the diagrams could lead the student into construction that would be unacceptable to the Building Control authorities. The author has wisely used only the general objectives of the TEC syllabus concerned, the drawback of which is that the book appears to be aimed at the lecturer rather than the student, which is reinforced by the inclusion of assessments at the end of each chapter sometimes accompanied by the answers appended immediately following the questions.

Construction Volume 3, follows the same syllabus by primarily fulfilling the student objectives. This is not a useful approach in that all the objectives are consequently reduced to the simplest level of behaviour, that of repeating information. The other criticism that can be levelled at this book is the restriction placed on the diagrams by the format, some of which are extremely small and at times almost painfully obvious. The volume is rich in these illustrations which in the main have been restricted to diagrams to complement the script and therefore have been reinterpreted by the author. This adds a definite quality to the book which could have been improved by a more generous layout which would have enabled the author to further clarify some of the detail.

Construction Technology Level 2, has accepted the wider challenge of expanding the syllabus material to encompass other introductory courses in building construction which brings with it the complication of size and consequently cost. These two parts cost £4.95 each, as compared with the £5.50 for the volume by D M Jones, and the £4.50 for J T Grundy's book. This is however a much more ambitious set of books and contains not only a reasonable index, an item not included in the Cassell book but the text includes numerous cross – references to other sources as well as the authors own earlier work in the series. The use of three dimensional sketches adds to the clarity, and the expansion of the visual explanation on single sheets in a simple and clear manner is to be applauded. However, criticism should be made regarding the quality of these illustrations for after using material from the BS1192:1969 Building Drawing Practice, the author's use of a mixture of mechanical aided drawing with the slopping use of freehand hatching, aids and abets one of the weaknesses often demonstrated by students, and this cannot be condemned strongly enough in a text book which sets itself high standards.

In *The Maintenance and Adaptation of Buildings*, the author, who has a considerable experience of writing books for this market, has clearly declared the limits of his intentions. Unfortunately his honesty only proves beyond doubt the weaknesses of the syllabus. It contains material of an extremely simple nature, almost redundant to the student who has reached this level of study, particularly items on information sources such as the BRE, and complex material such as DCF which is stifled by limiting the level of usage of simple theoretical application. Further, the problem of the syllabus limit taken on by the author reduces the overall importance of the subject when the management content is contrasted with the constructional level illustrated. The illustrations are up to the standard expected from this author, however some of the diagrams are complex in the extreme which loses the value of offering the student an alternative explanation of classroom material.

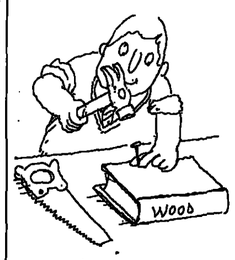
The authors of *Basic Building Craft Science* set out to produce a non-science science book rather than a nonsense science book. In order to meet this objective emphasis is placed upon the use of rhetorical questions which are answered using simple diagrams & straightforward language. Technical jargon is kept to a minimum, and the glossary removes any misunderstandings in the young craftsman's mind. Overall the book will prove particularly useful for complementary college lecture time and the reader can work through the text at his own tempo. The authors of TEC based textbooks could learn much from the style of this book for instead of simply expanding terminology concepts are well explained through problem solving case studies.

Plane sailing

Woodturning. By W J Wooldridge
Batsford £8.95. 7134 40457
Sainsbury's Woodturning Projects for Dining. By John A Sainsbury
Oaktree Press £7.95. 7061 2790 0

The best way to learn woodturning is to take up the tools and materials and practise under the guidance of a skilled tutor. This is not so easy as it sounds since courses are few and far between and are often booked well in advance. For those who are struggling to make a start or who wish to improve on skills already acquired these books could help to make the great leap forward.

Woodturning is the culmination of 28 years of enthusiastic amateur experience and as such is a compendium which reflects this sustained interest. The 250 black and white photographs and the numerous line drawings amply supplement the detailed information given in the text. Many of the photographs were taken while the work is "between centres" in the author's own substantially built home-made lathe. The 159 pages are rich with practical information and each of the sixteen chapters deals with a different aspect of the skill. In short, it is a book to which both the beginner and the experienced craftsman can turn for instruction and inspiration.



John Sainsbury has taken a specific theme for his book on woodturning. It would be hard to think of a turned item for kitchen or dining room that he has not included. He takes us all the way through an eight course meal and finishes with a chapter on tools for the kitchen. In all there are 42 pieces of work all within the range of a turner with average skills. In covering so much ground it has been necessary to be concise. The text is minimal, but if one picture is worth a thousand words there is ample compensation in the many black and white photographs and line drawings. As a book of projects and ideas the work succeeds admirably and should prove to be a suitable complementary volume for those not seeking instruction in basic skills.

Alex Burrow

Vitamin complex

Let's Stay Healthy. Edited by Adelle Davis
Allen and Unwin £7.95. 0 04 641041 4.
Vitamins and Your Health. By Ann Gildroy
Allen and Unwin £6.95. 0 04 64139 2.

These books ride in tandem, Ann Gildroy having been the effective author of both. Both attempt to overcome some of the problems associated with "popular" books in nutrition, but in my view neither is suitable as a text for nutrition teaching.

The characteristics of both books can be summarized as: accuracy of the science, an attempt to show how dietary management has its basis in the science and by the use of analogies and other simplifications; to present the information in a "popular", non-scientific style.

The "scientific" information in Davis is mainly of a physiological nature, with detailed accounts of the various systems of the human body, together with the appropriate biochemistry. In her own book, Gildroy presents more evidence for the relationship between health and nutrition, using the vitamins as the group of nutrients through which to illustrate her point. Both books underemphasize current thinking about diet and health, relating very little to the wide concern about the problems associated with macronutrient intake – fat particularly.

Perhaps, if Adelle Davis had been alive today, Ann Gildroy would have had an easier task and been able to reorientate the book away from "how to attain a recommended daily intake of nutrients" towards "how to cope with matching a diet to nationally agreed dietary 'goals'". A text devoted to vitamins (with a clever incorporation of some minerals) can overcome this difficulty by omission.

There are several facets to real self management of diet. In addition to a knowledge of food composition and effects of cooking practice, there are other influential considerations of a practical nature, such as time availability, tastes, and cookery skills. Both books acknowledge this, and Ms Davis devotes a few pages to discussing practical considerations. But both focus on food composition giving lists of nutrients and the foods which supply these. Thus dietary management becomes a mathematical exercise of ratio and proportion. To overcome this obvious difficulty both provide sample menus, analysed for nutrients corresponding to the hour of each book, Davis in recipe form and Gildroy in graphical form. Unfortunately, it is unlikely that many readers will eat in this exact manner, and I do not believe that either text is a sufficiently good teaching manual to allow healthy deviation from the sample menus.

Confusion and error in both books appear to have arisen as a result of the task of simplifing difficult and complex concepts. Both texts use the terms "proteins" "fats" and "carbohydrates" in two ways, not usually explaining the usage. To them good food choice rests on careful exclusion of so called "bad" (but popular) foods. Davis implies that our own bodies will quickly react to foods that are no good for us – perhaps so in an allergic response, but this is a dangerous idea when atherosclerosis creeps up slowly, unknown to the sufferer. Both texts have a confused account of the effect on vitamin C retention of soaking fresh plant tissue in pure cold tap water. There is a recognition by the author of the difficulty of simplification, and in some instances an earlier, incorrect statement is later qualified and explained more deeply. For those who already follow a "health food" diet, I would recommend *Vitamins and your Health* for sound background information, but would recommend neither as readers in a home economics syllabus.

Jonty Crocket

Lighting up time

Now that the lengthy gestation of Technician Education Council syllabuses is over, and initial reactions and second thoughts have brought some modifications, authors are setting down to preparing texts to carry aspiring students to higher and higher levels. Some writers are taking a wider view also, so that their books not only satisfy the TEC student but are suitable also for those on other courses or, indeed, those who may not have any examination target.

Two books by M Nelkon and H I Humphreys (familiar and respected names in this field) exemplify such ideas. **Electronics and Radio Principles** (Heinemann, £3.95) is stated as being "useful for students at technical colleges taking the TEC examination in Electronics II and III, for students who require a knowledge of electronics and radio in servicing and similar courses, and for A level students taking electronics as part of their course". The more basic electrical theory is assumed in this volume, but is fully covered in a companion text of Electrical Principles (Heinemann, £3.95), while the material in both books is derivative from the well-known, larger work on Electronics and Radio.

The selection is well done, with the academic flavour of the whole quite marked. Stronger students should thrive on this treatment. Those requiring a somewhat more detailed, yet less complex, approach, however, have a number of series from which to choose.

Among the most satisfactory are those from the long established firm of Edward Arnold and the relative newcomer, Granada Publishing. The second volume of Electrical Principles for Technicians (Edward Arnold, £5.50) by G Waterworth and R P Phillips extends the basic theory so well developed in volume one. The TEC units U81/742 and U76/360, and also U76/010, are all matched and the aim is to provide a general coverage of fundamental principles upon which specialisms may be built.

The preface suggests that an "extensive use of photographs" will help to relate the principles to their practical applications. In fact, the photographs are not as profuse or helpful as could be. Pictures of low-power transformers, or the switches and dials of a voltmeter do not convey much, and in any case one would hope that the technician apprentice would have access to such things in his daily work or in the laboratory at college. There is more to be said in favour of the illustrations of larger apparatus (motors or generators, for instance), which may not be so readily available for inspection, while the many line drawings are of a high order of clarity and usefulness.

Clarity is a well-merited adjective for Electrical and Electronic Principles, Level 2 (Granada, £4.95) by Ross Lewis and for Electronics for Technicians, Level 3 (Granada, £3.95) by A V Smith, which have just appeared simultaneously. The former equates with TEC unit U81/747, and the latter "deals with every general and specific objective" of U81/743. Mr Lewis has arranged his work so that each chapter represents a module from the unit, and has a summary and a self-assessment test with a self-marking scheme. These exercises, designed to take up to a maximum of three hours, contain a mix of short and full-length questions. Model answers are provided (there are answers, too, for the numerous problems and exercises) and the emphasis is on understanding rather than memory work.

Mr Smith provides a similar array of problems and self-assessment tests with solutions, and adds an appendix of four projects which suggest practical activities to illuminate the theory and introduce the concepts of investigating the operation of circuits.

Dr R G Meadows (another well-known name) adds to his list of highly commended titles with **Technician Electrical and Electronic Principles 3** (Cassell, £6.95) in which "the learning structure and content of the syllabuses" of the TEC programme "are closely followed". Explicit line drawings illustrate the sturdy text.

The final book in this mélange goes over the same ground but in a different way. Multiple Choice Questions in Electrical Principles (Macdonald and Evans, £2.95) by A Dagger contains some 360 questions at levels 1, 2 and 3. In an introduction, the author appears to be unnecessarily on the defensive about multiple choice tests which he feels "are still treated with general mistrust by teachers". He explains why this need not be so, and adds that one recommendation for their use is that the requisite continuous assessment of TEC schemes does not involve such a disproportionate time.

The secret, of course, lies in careful selection of possible alternatives and validation of the appropriate choice. Mr Dagger gets good points here, even if some of the first-year questions are a bit trivial.

F. W. Kellaway

Swashbuckling feature

Liz Heron meets the director of the Children's Film Unit

It's unusual enough for a film made by schoolchildren to get commercial distribution, but when the Forest Hill School Film Unit had a full-length feature screened at the Institute of Contemporary Arts in March 1980s, the reception it got from the critics was even more exceptional.

Given due credit as a worthy educational enterprise, *The Custard Boys* was also praised for qualities unexpected in a film made by amateurs on a budget of around £1,000. It went on to be shown at a number of international festivals, including Cannes, Vancouver and Mannheim.

Those press clippings now feature in the glossy handout that promotes the Children's Film Unit. Encouraged by the success of *The Custard Boys*, Colin Finbow, the English teacher behind the unit's 10 year history, gave up his job at Forest Hill Comprehensive last Christmas to move to bigger things.

By that time he had founded the Children' Film Unit and got production money from Channel Four to make its first feature, *Captain Stirrick*, a musical drama about a gang of child thieves at Bartholomew Fair. It opens at the ICA on June 5 for a four week run and will tour regional film theatres before going out on the new television channel.

The budget this time was £15,000 – still small by commercial standards. It is low even for a full-length feature where no-one got paid (the professional actors worked for little more than expenses). Yet it's a big step from the modest business of extra-curricular film-making at a London comprehensive.

The headquarters of the Children's Film Unit is at Colin Finbow's flat in suburban Sidcup. "A charity that helps school kids make movies", announces the promotional leaflet. "Our camera crew, lighting team, sound recordists and grips are teenagers. So are our scriptwriters, set designers, co-ordinators and editors. But they all work under expert adult supervision."

The CFU goes on where the Forest Hill Unit left off, with the Forest Hill boys as the backbone of the technical crew – the old hands helping to initiate newcomers into the mysteries of film production. But though the promotional material might suggest otherwise, it's essentially Colin Finbow who fills the role of "expert" and decision-maker.

Around him he's gathered an assortment of keen helpers. "We're true enthusiastic amateurs", says Gordon Roland Adams, a music teacher who did the props on *Captain Stirrick*. He is musical director on the next feature and he's also on the Board of Directors.

Running the Children's Film Unit is not a paying proposition as yet, though Colin Finbow is hoping that before long enough money will be raised to pay salaries.

It was Mr Finbow who directed *Captain Stirrick*. He also chose it as the subject for the CFU's first feature, and adapted the ready-made script of the Children's Music Theatre production. He insists, however, that the children do get involved in planning productions.

"Yes", says Andrew Fleury, a 16-year-old from Forest Hill who was the film's lighting cameraman, "we discussed it. We had some ideas of our own, but we liked *Captain Stirrick*."

"The Children's Film Unit has got to make it big", Mr Finbow pronounces. His plans include one full-length feature film a year, which he firmly intends to direct himself.

On small budgets and with children's technical and acting competence in the process of being developed, wouldn't it be more beneficial, to make shorter films? "No one would take any notice", he argues. "Short films wouldn't get distribution. We've got to produce a meaty product."

He thinks it's more important to interest children in "more demanding films – like *Elvira Madigan*". For someone who is contemptuous of the films programmed by the cinema chains, the art house reference is oddly out of touch.

It could be that this rather grand vision is grounded in the enthusiasm of some of the Forest Hill boys to make careers in films. Andrew Flury, for example, is now doing eight O level and itching to get his hand on a technicians union ticket which will be out of his reach until he's 18.

The success of the Forest Hill Unit no doubt owed a lot to its school-based stability and the cohesion of a group of children who knew each other well and worked together over a period years. Both Colin Finbow and Andrew Fleury acknowledge that the atmosphere is different now. New faces come and go at the Downside Settlement in Bermondsey where the CFU's weekend workshops are run.

Technical training sessions alternate with work on the next production, which has already been cast. Schools have been circulated with information about the unit, and a lot of children are keen to get involved. An article in the *Sunday Times* attracted more than 200 enquiries.

If there are problems in working with large groups of children in a collaborative project unlike their anything in their school experiences, Colin Finbow does not admit it. "Children co-operate naturally", he assures me. Pressed for details of how training sessions are organized, he talks about the importance of "trust" and "giving children responsibility". Gordon Roland Adams echoes these admirable sentiments.

As for selecting children for involvement in the Unit's productions, the answer is that the children are largely self-selecting since many of them are unavailable during the summer holidays when shooting takes place. Since Forest Hill is a boys' school it's hardly surprising that boys dominate in the Children's Film Unit.

Colin Finbow says that girls tend to be more interested in acting than in the technical side. Girls who show an interest in a technical role are encouraged to take it up, he says. *Captain Stirrick* had only one girl credited on the technical crew, however, and the major acting roles were for boys.

It may be that the Children's Film Unit will develop the achievements of the Forest Hill Unit. On the other hand it may be a case of aiming so high as to miss the benefits such a project might have for children – such as sharpening critical faculties, building confidence and exploring creativity.

Still, from 'Captain Stirrick'

Effective government

The Open University's *Governing Schools* Training Manual has two purposes: first, it is intended as background for the radio and television programmes which were designed to interest as wide an audience as possible; second, it is supposed to help new or established governors to find out about the education system and about the machinations of school government.

The text is arranged in nine sections, including an introduction and final case study. The second section, the "starter pack" looks at basic facts for governors: what a governing body is, the Instruments and Articles of Government, finding out about the school, and the first governors' meeting. Subsequent sections look at organisation, pupils, staffing, curriculum, resources and finance and the community.

The sections carry continuous text, interspersed with short exercises, answers, and cartoons. The latter are happily appropriate and in some cases very funny. The mixture of text and exercises is exemplified by part of the second section dealing with the first governors' meeting, where there is an exercise about the agenda: "The agenda says: 'to elect a chairman'. Consult your Instrument of Government. This should have a section dealing with the chairmanship. Does the Instrument give the frequency of election or appointment? . . . Does the Instrument say who might be considered for the chairmanship?"

The areas covered are adequate for governors faced with most issues. One problem confronting the team which treated the course was the wide variation in practice from one L.E.A. to another. Other areas are easier; for example those dealing with resources and finance, where there is a need to describe the effects of national arrangements on local authorities and, therefore, schools.

The concluding paragraph on resources and finance on the effect of the Government's new grant system on local education, gives some idea about what an individual governor might do to cope with what is, after all, a national policy instrument:

"Whatever the outcome for your individual authority, there are some things you can do as an individual governor:
– try to keep abreast of how the block grant is working by reading the papers, listening to the radio and watching TV. Ask your officers to explain how your local authority is being effected.
– When decisions about your school are made on financial grounds, ask for an explanation of any cuts being made and how they affect your school.
– Ask for an officer from your treasurer's department to attend a meeting so that you can ask questions.
– If the governing body is putting in an application for extra spending, or objecting to a cut, put your influence behind helping your headteacher, so that the governing body puts forward a strong, well-argued case.
– Support the education service by lobbying your councillors."

This full description of how to cope with the Government's grant system points to both the best and worst aspects of the course. The description would give most governments more than enough knowledge with which to exert pressure, but represents a lot of work in an area where governors can have only limited effect.

This problem faces the course manual throughout: how to give enough information to be thorough, without leaving governors with so much information and so many questions to be answered at every stage that no sense of priority can emerge.

Perhaps this difficulty would be most acute for governors with no previous experience and not much time to give to their duties. The solution might be for dedicated new and experienced governors to follow the course from start to finish, while others could use the wealth of information provided by the OU by dipping into it from time to time.

Tony Travers

Information on education in the museums of inner and outer London is available in a very accessible form on three charts produced by the ILEA Learning Resources department. The charts summarise the exhibits and give details of the hours of opening, transport and amenities, and the name of a contact at each place.

We find, for example, that the Public Record Office contains the Domesday Book, Shakespeare's Will and the confession of Guy Fawkes but has no formal education service and a maximum party size of 25.

With the charts comes a leaflet of rather admonitory notes on planning a museum visit: featuring the above illustration.

Further information from: Miss G P Adams, Museum Education Adviser, Centre for Learning Resources, 275 Kennington Lane, London SE11.

Living with Radiation is apparently something we all do: apart from atomic testing and fallout from the nuclear power industry there are more acceptable kinds of radiation such as that created by X-rays and from the sun itself.

Living with Radiation is also the title of a booklet prepared by the National Radiological Protection Board and available at branches of HMSO for 50p a copy. The chapter headings include Radiation Effects, Nuclear Reactors, and Radioactive Wastes. This last goes into the various methods of disposal.

There are government bookshops in London, Edinburgh, Cardiff, Belfast, Manchester, Bristol and Birmingham. Government publications are also available through booksellers.

Teaching material on free loan from Southern Electricity includes five slide/tape packages, worksheets, question sheets, demonstration boards and a resource booklet for pupils.

The collective title of the project is "Electricity in the Home", and it is intended for 14–16 year old, average to below average children. The topics are practical ones, such as wiring a plug or changing a fuse, and the materials can be supported by visits.

Project bookings and visits can be arranged through Brian Chambers, Southern Electricity, Littlewick Green, Maidenhead, Berks.

This year's materials from the Muscular Dystrophy Group of Great Britain includes a wallchart on muscles; quizzes on maths, famous scientists and muscles; and suggestions for sponsored events in schools.

The materials are free except for the wallchart, which costs £1.75. The descriptive leaflet reminds the teacher that "the lighthearted Quizzes and Maths projects are there to help you raise funds for research into muscular dystrophy should you wish to use them".

Further information from Muscular Dystrophy Group of Great Britain, 35 Macaulay Road, London SW4 0QP.

Maps of London before the Great Fire in 1666 are available from the Guildhall Library. Among them are three Elizabethan maps, an eight-sheet map of Cromwell's London, and a sheet of Wenceslaus Hollar's "Great Map". The illustration above is from the Agas map, 1562, and shows how the Victoria Embankment was once a series of large houses and that there were fields where County Hall now stands. The collection describes itself as "all the important maps . . . in one volume". It is available as 21 loose sheets (£10), in card covers (£21), or in hard covers (£30). All these prices are subject to variation and do not include postage and packing. Further information may be obtained from the Corporation of the City of London, PO Box 270, Guildhall, London EC2P 2EJ.

Correction

In our recent feature on the Passmore Edwards Museum the telephone number was misquited. The correct number is 01-534 0276.

From a prizewinning cartoon by John Halas

Video successes

Susie Rodwell on the International Video Festival

International Video Week, a programme of video events which took place during the last week of May at the National Film Theatre, this year included the first ever National Children's Video Competition. It turned out to be one of the main highlights of the Week – a delightful selection of programmes made by primary and secondary children.

For sheer freshness and imaginative use of video these programmes surpassed many in the festival, and the evidence of youngsters ability to come to grips with the medium which is rapidly becoming an everyday part of their lives, was most encouraging.

The competition was sponsored by JVC(UK). It was organized in association with the British Film Institute whose regional offices identified schools in six areas of the UK and invited teachers and their pupils to participate. The schools were given a brief demonstration by a JVC instructor on how to use the equipment and then left to their own devices for 24 hours to make a five minute programme. Any editing required was done by the teachers at specially designated local centres, where there was access to a second machine for crash editing.

In all there were 23 entries and the judges were faced with the impossible task of selecting six winners, having no idea as to how much of the final product was the pupils or the teachers. They were impressed by the styles and techniques used in the programmes.

The winning entry, *The Programme*, from the France Hill School in Camberley, was both accomplished and highly innovative, taking as it did the idea of the competition and throwing it straight back at the audience. The 15–16 year olds boys and girls were seen discussing the competition with their teacher, coming up with themes, (shooting a sequence with a horse, a strip show) each of which in turn was dismissed because of technical or other constraints.

The programme depended on careful editing by the teacher, but all the shot composition and camerawork was the pupils'. The group's excitement and enthusiasm for video was very evident. They were already thinking about what they would do with their new JVC portable video system. They might make a video of a play they are currently working on, but they would also like to continue using it experimentally and creatively as they had in their winning entry.

The second prize went to *All Around Us*, from Cranbourne Chase School. This it transpired was entirely the work of the girls, and was well planned to use on-camera editing to present a montage on the theme "round".

An Alternative Guide to No Man's Land from No Man's Land Primary in Wiltshire, was a delightful vision of an adult free refuge or an ideal place to send your unwanted child", a line delivered with considerable reporter's panache by a ten year old boy.

Craigmuir Primary in Edinburgh had created an adventurous science fiction programme entitled *The Invasion of the Planet of Sun Flowers*, and *The Conversation* by Ashburton High School in Croydon offered shades of Andy Warhol. Even more revealing was *Brixton Daydream* from Lambeth Community Service Scheme, where pupils, faced by classroom monotony, give way to their private fantasies and through a focus loss we are shown the star spangled singer, the cool billiards player, and the runner complete with *Chariots of Fire* music on the sound track.

The comments of the youngsters who attended the competition revealed how much they had obviously enjoyed the first experience with video. And as for the educational benefits as one teacher put it "video provided them with a marvellous opportunity to express themselves freely, to get instant results and what was also important was that they had to work together as a team".

The professional side of the Video Festival provides an opportunity for video users, sponsors and producers to view programmes from around the world. Many people hope that London will become the international video capital of the world; As Kenneth Baker, Minister of State for Industry and Information Technology suggested in his video message at the Video Awards ceremony, "we have reached a threshold in the video industry".

The 119 Festival entries from nine countries showed how far we have come in terms of the range of applications (there were nine categories), but also, as some delegates felt, just how much further we have to go to effectively exploit the video medium as a communication tool.

Perhaps next year's festival will include some more innovative programming. In the education category, six of the 19 entries had been submitted by the ILEA Learning Resources Branch, and their programme *Tense Makes Sense (The Language File)* was a clear favourite for the Gold award. It used a mixture of songs, dance, cartoons, drama and quizzes to present information to 13–16 year olds about English grammar; specifically the significance of past, present and future. It culminated in a tense-spotting quizz based on a medley of pop songs and was an enjoyable departure from the formality of traditional grammars.

As in last year's Festival, a German film produced by Bayer AG for the Federal Ministry of Education won the Silver Award. *Thermal Separation* demonstrated through close-ups and graphics, difficult, time consuming and costly laboratory experiments, it was excellently made, undoubtedly with a high budget.

The Bronze award went to another ILEA programme *Electric Voices* 3 produced for the Music Inspectorate to introduce 14–16 year olds and teachers to a new kind of musical awareness. It explains some of the wierd and wonderful vocal and instrumental techniques which can be used, and captures on video a performance by pupils from Holland Park School of work of their own.

That ILEA should have won two award must be very encouraging to their Television Service, which having survived the threat of closure and embarked on videocassette distribution would now seem to be going from strength to strength.

Surprisingly none of the three Open University programmes entered into the Festival won a prize. They have improved on from their early programmes which had two many talking heads, and their three programmes showed some highly original treatments of difficult subjects. For example *A Likely Story* tackled the complexities of statistical thermodynamics, presenting it as an allegorical tale involving a private eye investigating a gambler in order to introduce the probabilities involved in a dice game and with loaded dice.

Their problem is that such programmes can't and aren't supposed to stand alone. This raises questions of just how such packages can be most effectively presented in competitions, and precisely what criteria should be used in judging video competitions.

Investigative techniques

Philip Hytch on Science Workshop

Science Workshop
Seeds and Plants. Floating and Sinking. (Two programmes each)

These four programmes serve to show some of the many advantages of offering science to children via television and also to provide some avenues for criticism.

In programmes such as the two on *Seeds and Plants*, the technique of speeded up action has obvious attractions. There were a number of dramatic examples, such as the underground film of a plant root making a detour round a stony obstacle.

The perspective of the growth patterns revealed by this technique is stupendous, but children may all too easily be allowed to think that three weeks' growth has happened in a minute, and may accept what they see as reality. Indeed, sometimes the effect is to suggest a new kind of reality; the speeded up growth of sunflower seeds looked like swaying cobras.

It is interesting to speculate on the effect that "speeded up action" has had in feeding the much criticized demand for instant consumption. It certainly provides a sharp contrast with the reality of plant growth, that of a slow, almost imperceptible development, demanding patience from the observer.

In the *Seeds and Plants* programmes there is also a clear intention to exploit a musical dimension to emphasize the visual experience, and sometimes it seems this is being taken too far. The music selected to accompany the (speeded up) growth of the humble cress, grass and fern seedlings created an atmosphere that sent shivers up the spine. At the same time it suggested an unearthly quality singularly inappropriate to the context. When the action was shown without music, as in the clip of the creeper tendril waving about, the silence served to enhance the drama.

There was a nice demonstration of how to grow mustard seeds using a simple automatic watering system, and the business of measuring and recording plant growth, so often not well done in the classroom, was elegantly illustrated.

The expressive dimension was not neglected either. We were shown a number of ways of creating collages from leaf prints and cutouts, giving support to the assertion by one presenter that "Good art work and good science can go hand in hand".

Examples of television as a source of enrichment abound in these four programmes. The archive film showing the above-ground reconstruction of an apple tree with its complete root system was excellent, as was the demonstration of capillary action using a mature tree as well as the more usual daffodil.

The two *Floating and Sinking* programmes provided further opportunities for the exploitation of this potential. The connection with school learning was established by a good sequence of a group of children discussing criteria for the classification of things that floated and things that sank.

The main contribution rightly came from the outside world, when the difference between floating and sinking was shown to be a matter of life and death. The focus on the design and construction of lifeboats was well chosen, and the opportunities for dramatic visual sequences had been carefully taken.

Programme presenters Lilian Evans, Malcolm McFee and David Hargreaves, participated like mad, doing a grand job in the best *Blue Peter* tradition. As a final criticism on a splendid series that is hard to fault, it seems a pity there were not more references to the workbook so excellently produced by Irene Finch and reviewed in the *TES* on March 19. It was mentioned only once, at the end of the first *Floating and Sinking* programme.

The undoubted intention of the programme planners and producer is not only to interest, but to *involve* children in scientific pursuits. It would be unfortunate indeed if the superb quality of these and other schools science programmes had the effect of simply creating passive viewers.

A new series of Chalkface, the adult education series which examines educational issues from the points of view of teachers, pupils and parents begins this week (Sunday, June 6, LWT, 9.05 am and on Granada, 11.00 am), and explores how engineering and the science have come to be thought of as masculine subjects (with biology the one exception).

It also looks at attempts to change this: at a London comprehensive school where girls play football and 15-year-olds of both sexes learn the feminist frillats who have succeeded in recruiting girl engineers.

Briefings

Radio & Tv

For schools

Going to Work (Monday, 9.08, Friday, 11.40 BBC1)
Four young people arrive at a factory for a job interview and are given various tasks. The manager, with 14 to 16-year-olds, considers which, if any, to employ as the new storekeeper.

The English Programme (Monday, 10.21 ITV)
"One World" is a unit of four programmes featuring Jonathan Dimbleby's documentaries on South America. Here he introduces 13 to 18-year-olds to his work as a television journalist in the 1970s.

Starting Science (Monday, 11.05 ITV)
How does change take place? Are some changes illusions? "Metamorphosis" takes the over-sevens into the world of reflections, evolution and social change.

Believe It Or Not (Tuesday, 9.35, Friday, 11.05 ITV)
"Islam" shows the over-elevens the way that Muslims worship God. It explores both the similarities of Muslim worship from country to country, and the diversity of patterns of prayer and devotion.

Watch! (Tuesday, 11.00, Wednesday, 14.01 BBC1)
This programme shows how high and low tides affect various seashore creatures and how they have adapted themselves. There is a demonstration of how the tide works, and six to eight-year-olds see a reconstruction of the story of King Canute.

Seeing and Doing (Tuesday, 11.22, Thursday, 10.09 ITV)
Toni Arthur visits the Tower of London and introduces six and seven-year-olds to the legends surrounding the ravens and the Yeoman Warders. In the studio she shows how to make a model of the White Tower from a cardboard box.

Everyday Maths (Wednesday, 10.15 BBC1)
"Cheap at half the price" continues the story of Sam and Mike's business as interior decorators. Here they investigate the pros and cons of bulk buying, comparing prices with weights and capacities before deciding on the best buy.

Springboard (Wednesday, 11.20 VHF4)
This unit of three programmes aims to complement the "Merry-Go-Round" unit on Energy. Seven to nine-year-olds are introduced to some of the people who live on the North east coast and make their living from the sea as fishermen, servicing the oil rigs or providing coastguard and lifeboat back-up services.

Music and Literature for the Festival of India (Wednesday, 11.40 VHF4)
"My Big Brother" by Premchand illustrates the traditional role of story literature in India. The story itself shows how the values put on an English education during the Empire were not necessarily justified.

Continuing education

Popular Television 2: Genre (Saturday, 08.05 BBC1)
Taking the genres of science fiction and historical romance as examples, this programme investigates the ideological conventions and formal characteristics expected by the audience from realistic narratives.

Get By In Italian (Sunday, 17.30 VHF4)

Get By In German (Wednesday, 23.00 VHF4)
Five programmes providing an opportunity for business people and holidaymakers to learn enough Italian or German to take part in simple conversations, ask questions and understand the answers.

Human predicament

Douglas Johnson on Camus

Camus: A Critical Study of his life and work. By Patrick McCarthy.
Hamish Hamilton £12.50. 0 241 10603 6

It would seem that every A-leveller in French has read, is reading, or will read Camus. The reasons are obvious. Here is an author who has written only three novels. All are reasonably short and very accessible. All are straightforward, whilst presenting the sort of problems about an enigmatic writer which young people like to discuss. All represent the good intentions which are normally associated with the progressive left in particular and with liberal humanitarianism in general.

It should not be thought that as a result of this situation Camus is to be dismissed as a minor writer, fit only for the *classes terminales*. His works are intensively studied, especially *l'Etranger*, and those who have written about him, such as John Cruickshank, Philip Thody and Conor Cruise O'Brien, have a constant audience, sustaining the impression that he is a writer who deserves to hold our interest and our attention.

Patrick McCarthy has written a bold and direct book about Camus. He pays less attention to the philosophy than others have done. He justaposes the life, the situation, the expression, the thought and attitude in a way that is informed and sensible. He does not line up with those who believed that at the time of his death in a road accident Camus was finished as a creative writer. Nor does he associate himself with those who have claimed to re-discover Camus since his death, and who put forward his theories of revolution and political responsibility, as expressed in *l'Homme Révolté* (probably his worst book, Dr McCarthy says) as being of particular relevance today. But by his technique, by a moving lyricism of expression and by a certain perception of the human predicament, Camus is presented as a writer who deserves a sympathetic audience.

McCarthy is one of the first critics to write convincingly of Camus as an Algerian, a settler, a *pied noir*, one who never got away from the cul-de-sac of that position. As a young journalist he wanted to question the assumptions of his fellow-countrymen, to suggest that there should be something more than the violence which seemed to haunt this Mediterranean life. As a Nobel prize winner, established and famous in France, he was expected to take up a position on the war between the French and the Algerian nationalists, and he found that he was unable to break with his fellow countrymen. As the author of *l'Etranger* he deals with the predicament of his character, Meursault, which is the universal predicament of all humanity striving to make sense of a senseless existence, by putting him in the framework of Algeria, with its cruel sun, its endemic violence, its symbols and tensions. It is clearly sensible to see this work as part of the heritage of a French Algerian writer, rather than as a more grandiloquent representation of war-ridden Europe.

The author does not hesitate to be critical of the many shoddy and unsatisfactory works for which Camus was responsible. He writes directly too of Camus's anxieties about his lack of creativeness, his frequent preoccupation with suicide, and the generally rackety life that he seems to have led. It's a pity that he shies away from a full discussion of the quarrel with Sartre, because the more that one reads about this the more one is obliged to conclude that this was a quarrel created by Camus. Sartre tried to avoid having someone review Camus's book, *l'Homme Révolté*, in a way which would be too overly hostile. eventually Jeanson, in Sartre's absence abroad, produced an article which was fierce in its criticisms. Attempts to tone it down, like attempts to consult Camus about it, led to misunderstandings, and Camus chose to attack Sartre personally for an article which he, apparently, knew nothing about. This was not simply arrogance on the part of Camus. It was the attempt of the writer to increase the importance of his message by

anger and bombast. In the long run he suffered for it.

The lesson that is to be learned from this excellent book is that like many second-rate writers, Camus is a subject of considerable interest. Through his talent, as through the inadequacies of his thought, we can understand clearly the dilemmas of his generation. Camus cannot dominate his audience. The reader can get to terms with him. And that is not a bad thing to happen to A-levellers, especially now that they can take advantage of this excellent work by Dr McCarthy.

Up from the country

The Victorian Countryside. Edited by G E Mingay.
Routledge and Kegan Paul. 2 Volumes. £25.00 each or £40.00 the two. 0 7100 0734 5 and 0 7100 0735 3 (0 7100 0736 1 the set).
The Farmer's Tools. By G E Fussell.
Orbis £15.00. 0 85613 359 0.
The English Countryman. By G E and K R Fussell.
Orbis £10.00. 0 85613 335 3.
The English Countrywoman. By G E and K R Fussell.
Obis £10.00. 0 85613 336 1.
Victorian and Edwardian Town Halls. By Colin Cunningham.
Routledge and Kegan Paul £25.00. 0 7100 0723 X.

In 1974, Routledge produced a magnificent two-volume set of essays on *The Victorian City* (now available in paperback) and the new collection on the countryside has the same sumptuous format and again is enriched by nearly 200 illustrations. If the new book communicates less sheer excitement, it is partly because the new wave of rural historiography has not advanced as far as that of the urban historians, and partly because the slow industrialization of agriculture and the consequent drift from the land are less dramatic than the pell-mell urbanization which has been their concomitant trend.

The agricultural labour force was at its peak in 1851, dwindling by 1901 to one in eleven of the employed population. The word Professor Mingay chooses to describe the theme of the whole book is "transformation". The opening section of the first volume outlines several transformations: in the politics of land, the place of the church in society, the decline of rural isolation, depopulation and the delayed effect of free trade.

The second section of the first volume is devoted to agriculture, with an account of "the age of machinery" and chapters on the farmer, model farms, agricultural societies and the rise of agricultural science. The third section describes country towns and industries, trades professions, crafts, cottage industry and outworkers.

The two sections of the second volume represent the enormous divide in people's experience of the Victoria countryside: that of landed society and that of labouring life. Even when encountering the measured language of these elegant pages, the reader is bound to feel once more that sense of historical outrage at the privations of the labouring poor when compared with the complacent self-indulgence of their betters. Even in the heyday of high farming the poor scarcely experienced its benefits while the great depression which brought ruin to small farmers as well as to labourers, scarcely affected the opulence of the land-owning classes.

The three excellent books by G E and K R Fussell are rural history from an earlier generation. They are welcome re-issues of what can truly be called 'classic' works, issued by a little-known publisher nearly thirty years ago and unobtainable for years. The new publisher has been wise enough to make the reprints strong and durable and even to reinforce the jackets for library use. For these books are packed with information, fluently and even wittily presented in a way which is as accessible to school pupils 'doing projects' as to the adult reader for pleasure. *The Farmer's Tools* covers the period from 1500 to 1900, and thus complements the chapter by Mr Collins in the Mingay collection. Mr Fussell is aware of the vast new interest, through the rise of industrial archaeology and our passion for rural 'bygones' in the subject he pioneered, and has included extra bibliographical material to cover the new scholarship of the last few decades. *The English Countryman: His Life and Work* and *The English Countrywoman: Her Life in Farmhouse and Field*, cover the same period, and the authors make excellent use of a variety of personal testimonies to hold the readers' interest in every aspect of daily life, and have provided a varied selection of illustrations. The books are a reminder that whatever new insights we gain from new trends in social history, there will always be a need for books which simply make the past accessible to the modern reader. The authors, both in their nineties, are alive and active in Sudbury, Suffolk, and I rejoice that they now have the satisfaction of seeing their immensely useful books available once more.

Colin Cunningham picks up the story at the urban end. The Municipal Reform Act of 1835 did for local government what the great Reform Bill had done for Parliament. It established elected councils for 178 municipal corporations while later in the century the Local Government Acts of 1882 and 1888 spread the pattern of urban management which lasted down to our own day with the reorganization of local government in 1974. The legislation brought the need for public ceremonial rooms, council chambers, and subsequently for suites of offices. From the 1830s onward, the town hall building fever spread through the length and breadth of the land.

Mr Cunningham has risen to his task with verve and enthusiasm, with a hundred pictures and a text which elucidates the architectural problems (where to squeeze in the caretaker's flat in that grand facade?) as well as the financial choices (where does parsimony end and reckless extravagance begin?). If you want to know who was the architect of your favourite town hall, the answer is likely to be here. As you read current headlines about the decline of the cities, you are conscious of the ebb and flow of populations in history, which all the books under review illustrate.

Colin Ward

The Dracula connexion

Taking Dracula to Germany might seem an unfriendly gesture. When we learn that this is part of a cultural exchange, the idea seems even more bizarre. Then the word "drama" is mentioned and we begin to see a way through the Transylvanian mists.

Gordano Comprehensive School, in Portishead, near Bristol, has been running an exchange of drama and music with the Raabeschule in Braunschweig for the past ten years. By a fortuitate coincidence, Herr Dieter Henkel, the teacher of English at the German school, also runs the extra-curricular drama group, Theater AG. Once a language exchange had been established through friendship links within the two schools, Herr Henkel decided to stimulate his drama group with an English audience and Gordano hosted their first German production, *King Ubu*, in 1972. The visit created much interest in a school well used to exciting experiments in drama and the following year David Rhys Jones, head of drama at Gordano, accepted an invitation to take his production of *A Midsummer Night's Dream* to a Youth Festival in Braunschweig's Leisure and Arts Centre as well as to the plush 400 seat theatre of the Raabeschule.

These early visits encouraged future commitment. Gordano's range of exported productions includes *Andorra* by Max Frisch, Sandy Wilson's *The Boyfriend*, and more recently *Oedipus Rex*, *Waiting for Godot* and *Cabaret*.

And where lurks Dracula? The ecstatic reception which greeted *Dracula Spectacular* in 1977 bordered on hysteria as the German audience responded to the rock numbers with a pounding of feet and eagerly sought autographs from any resident of Portishead. But it is still the classics which earn the greatest respect and ten years on Shakespeare returns with Andy Kempe's, successful "swinging sixties" production of *The Taming of the Shrew*.

The members of the Theater AG, their choice of plays and their method of working with chosen texts, reflect the difference in approach to drama in education between the two countries. Drama is a living part of the curriculum at Gordano and children of varying academic ability will be involved in the four or five annual productions, working on any of the many different aspects of playmaking.

The Raabeschule is a *Gymnasium* and therefore its activities are geared towards academic success. Drama is seen as a spare time occupation and it is the bright children who, having finished their studies for the day, find time to joy exploring a weighty literary and sometimes political text. The subject matter of their one annual production must have depth and meaning and over the last decade they have worked on such plays as *The New Sufferings of Young Werther*, *The Lost Honour of Katharina Blum*, *The Threepenny Opera*, and *Urfaust*.

Having noted the success of the drama exchange, musicians from Gordano, under the direction of Mike Langley, head of music, decided to share their creative talents with fellow music students in Braunschweig and connections were made. Vocal groups now travel to Braunschweig annually and they have become popular singing anything from sixteen part madrigals to Swingel type songs. Instrumental groups are usually wind biased, although a full orchestra has made a memorable visit and small brass groups sometimes make a lively contribution. The programme might contain a selection from Holst or Vaughan Williams with an interlude of popular songs. The standard is high and the Germans reciprocate with a programme of all classical music.

This flourishing exchange shares travel and accommodation arrangements with the drama group as well as a wealth of experience. The children, many of whom have never spoken German before benefit linguistically because their need to communicate is immediate. With only an hour to find 30 metres of gas piping for a set or to locate a shop which sells tissue paper suitable for making pretty paper flowers; there is no time to feel inhibited. They manage to adapt their performances to different locations and challenging audiences and, living with their host families, cope happily with the customs of a foreign culture to which they are exposed.

Barbara Braithwaite

Classified Advertisements

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Nursery Education

Headships

LINCOLNSHIRE
HEADTEACHER
(nursery/infant)
LINCOLN ST GILES NURSERY SCHOOL
Burnham Group 3
N.O.R. 112 – FTE
Applications are invited from suitably experienced teachers for appointment as Headteacher from September 1983 or such earlier date as possible thereafter.
For forms and further particulars send SAE to the Divisional Education Officer, Bridgeman Road, Lincoln LN4 1EL. Closing date 23rd June, 1982. (5610s) 110010

BERKSHIRE
SLOUGH CENTRE NURSERY
Buckingham Avenue East, Slough, Berkshire
Required September 1982 or as soon as possible, EXPERIENCED NURSERY TEACHER (Scale 1) for extended days and extended terms to work in close with specialist needs team in conjunction with nursery assistant. This multi-ethnic school, with 90 children will work shifts (mainly 11.30 – 6) and take full holiday entitlement during school terms.
Application form and further details from the Head-teacher (ase) to be returned as soon as possible. Berkshire County Council is an equal opportunity employer. (4065s) 110006

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Gillingham Division
ST MARGARET'S C.P. SCHOOL
Qualified teacher required for September to teach in Nursery attached to Infants' School. Essential person must have received suitable nursery training.
Application forms available on receipt of s.a.e. from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 14 June 1982. (4015s) 110006

Other Appointments

BERKSHIRE
WILLIAM PENN NURSERY SCHOOL
Penn Road, Slough
Required September 1982 if possible, experienced NURSERY TEACHER (Scale 1) for this 45 unit nursery.
Application forms should be returned as soon as possible, and further details from the Headmistress (ase) from the Director of Education, Town Hall, Slough SL1 2EL, Berkshire County Council is an equal opportunity employer. (4068s) 110006

DORSET
CORFE CASTLE CE (VC) (AIDED) FIRST SCHOOL
Corfe Castle, Wareham
Dorset
HEAD TEACHER (Group 2) required from 1st January, 1983.
Application form, returnable by 30th June, and further details from the Education Officer, County Hall, Dorchester, DT1 1XJ (telephone 0305 65191). (4057s) 110010

GLOUCESTERSHIRE
THE CROFT COUNTY PRIMARY SCHOOL
Churchill Way, Fairwinds, Yate (07 ons roll – 3 years)
Head Teacher required from 1st January, 1983. Group 4.
Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. (enclose S.A.E.). (4050s) 110010

HERTFORDSHIRE
ST PAUL (R.C.) J.M.I. SCHOOL, Potters Bar
HEAD TEACHER
The Governors invite applications for the above post at this Group 4 school (London fringe) as vacancy.
Situated on a very pleasant site with good recreational facilities, the school serves Potters Bar and the surrounding district. This vacancy arises as result of the retirement of the present Head Teacher.
Applicants should have the appropriate qualifications and experience and should be practising Roman Catholic.
Application form and further details from the Divisional Education Officer, 9 Gladsmore Road, Potters Bar, Herts, EN6 2QP. Closing date 30th June. (4196s) 110010

HAMPSHIRE
COPYTHORNE C.E. CONT. PRIMARY SCHOOL
Romsey Road, Copythorne, Nr. Southampton.
Group 3 Split Site
Headteacher required by January 1983 (or earlier if possible). Currently, 4 classes with 120 children.
Application form and further details and application form from Area Education Officer, Cranbury Road, Eastleigh, Hants. SO5 2DU (telephone no. 0703 612821). 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DIVISION
HIGH HALDEN PAROCHIAL C.E. PRIMARY SCHOOL (Controlled)
Church Lane, High Halden, Ashford TN26 3LP
Group 2: Roll 84
Appointment to take effect from 1st January, 1983.
Application forms and further particulars (s.a.e. please) from the Divisional Education Officer, Elwyns Road, Ashford, Kent TN23 1NB to whom they should be returned by the 25th June, 1982. (4035s) 110010

LEICESTERSHIRE
COUNTY COUNCIL
ASHBY FIELDHEAD PRIMARY SCHOOL
HEADSHIP Group 5
Head required January. Approximately 330 on roll. Details on request (SAE).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 15th June, 1982. (3979d) 110010

NEWTONS JM&I SCHOOL
(Est roll 1982/83: 300)
Lowen Road
Rainham RM31 8QR

HEADTEACHER

required January 1983 for this Group 5 Junior Mixed and Infant School. There is a scheme for removal expenses – details on request.

Application forms and further details are available (SAE please) from the Director of Education Services (ref: AJP/HO), Mercury House, Mercury Gardens, Romford, Essex. Closing date: Friday 18th June 1982.

Havering

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private household or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

Primary School Education

Headships

CAMBRIDGESHIRE
HUNTINGDON CE (C) (AIDED) PRIMARY SCHOOL
Great Gransden, Sandy, Beds.
Applications are invited for the headship of the Group 2 Primary School for January 1983.
Application forms and further details from the Senior Area Education Officer, Cambridge House, Princess Street, Ramsey, closing date 21st June, 1982. (4004s) 110010

DEVON
Please see displayed advertisement on page 39 (4030s) 110010

DORSET
OXFORD FITZPAINE CE (AIDED) PRIMARY SCHOOL
Bradford Peverell, Dorchester, Dorset DT2 9AD
Re-advertisement (Group 1) REF. 7SA/82/HO
Required for January 1983 to August 1984. Previous applications will be reconsidered automatically.
Application forms, returnable by 18th June 1982, available from the Education Officer, County Hall, Dorchester, DT1 1XJ (telephone 0305 65191). (4056s) 110010

DORSET
CENTRAL CANFORD HEATH FIRST SCHOOL
Poole
Required for January 1983, Headteacher (Group 4) of this new school which has been designed to cater for 240 pupils on a 2 site basis.
Application forms and further details from the Chief Education Officer, Area Education Office, Eastern Area Annex, Richmond Hill, Bournemouth BH2 6EE. (3841s) 110010

DORSET
HALSTOCK CE (AIDED) PRIMARY SCHOOL
Near Yetminster, Sherborne, Dorset
HEAD TEACHER (Group 2) required from 1st January 1983.
Application forms and further details from the Education Officer, Staffing Officer, County Hall, Dorchester DT1 1XJ (telephone 0305 65191). (4060s) 110010

DYFED
AWDURDOD ADDYSG DYFED
Cynghorir, gwahoddir am gyfle i penodi'r SWYDD RHAN-AMSER I ATHRAWES Y Meithrin, Ysgol Gynradd Llandeilo Fawr, Dosbarth 2.
YSGOL GWYNRADD BOETH, Cwm Gwaun, Dyfed.
YSGOL GYNRADD GWAUN-CAE-GURWEN, Llanelli, Dyfed.
Bydd yr ymgeiswyda fod wedi cymryd rhan yn y mind eu hoedran mewn ysgolion Cymraeg.
Os oes cael ffurflenni cais ac ddescryn cwlen yn dawn cyfeirlad a enwau oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Trewyddfa, Caerfyrddin (0267 33333 est. 2404/5). Dyddiad cau 18fed Mehefin 1982. 110010

SHROPSHIRE EDUCATION COMMITTEE

HEADSHIPS

Group 6

Hollinswood County First School.
Dale Acre Way, Hollinswood, Telford
Age range 5–9. 350 on roll.

Stirchley County First School
Calcot Centre, Stirchley, Telford.
Age range 5–9. 376 on roll.

Application forms and further particulars (send s.a.e.) from: J. Boyers, B.A., County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND, to whom they should be returned by Friday, 18th June, 1982.

Shropshire County Council

Leicestershire

The following posts are available in Leicestershire Primary Schools, from 23 August or soon as possible thereafter. Teachers with enthusiasm, interest in the educational needs of all children, and commitment to providing lively opportunities for successful learning in schools are invited to apply.

SCALE 3

Fleckney C.E. Primary School, Batchelor Road. Teacher to join an enthusiastic staff in an open-plan building for Upper Juniors with responsibility for science and mathematics (primary computing). Interests in swimming and athletics an advantage.

SCALE 2

Asfordby
Captains Close County Primary School, Saxelby Road, Asfordby. Infant teacher Music throughout the school.

Barden Hill
C.E. Primary School, Barden Hill, Lower juniors, state strengths.

Barwell
County Infant School, Townend Road. Experienced infant teacher, state strengths.

Braunstone
Kingsway County Primary School, Kingsway North. 2 posts 1) Juniors 2) Infants. Open Plan

Langham
C.E. Primary School, Langham. Infant teacher.

Leicester
Catherine Infant School, Liverscroft Road, Leicester. State strengths.

Leicester
Hamick Infant School, Lockerbie Avenue. State strengths, music advantage.

Leicester
Sandfield Close Primary School, Sandfield Close. Enthusiastic infant/ Junior teacher to further develop music within this growing multi-cultural school. Same experience of instrumental teaching desirable.

Leicester
Shaftesbury Junior School, Latimer Street. Enthusiastic class teacher to develop music throughout the school. Ability to play piano, experience of choir and steel pans advantage in multi-cultural school.

Leicester
Rushey Mead Infant School, Gipsy Lane. 3 posts. State strengths, but maths, language development or musical ability advantage.

South Wigston
Parkland County Primary School, St. Thomas's Road. Class Teacher to be responsible for music in the junior department.

Barlestone
C.E. Primary School, Barton Road, Barlestone. Music.

SCALE 1

Ashby
Hill Top County Primary School, Beaumont Drive, Ashby de la Zouch. Reception, Infants, Recorder and Music.

Ashby
Willesley County Primary School, Packington Nook Lane, Ashby de la Zouch. Infants, State strengths, music advantage.

Barkby
Pochlin School, Barkby. Lower Juniors

Barwell
C.E. (C) Junior School, High Street, Barwell. Vertically grouped 1st and 2nd years.

Bringhurst
County Primary School, Bringhurst, Market Harborough. Top Infants/ lower juniors. Music advantage. Team teaching.

Burbage
Sketchley Hill County Primary School, Sketchley Road, Burbage, Hinckley. Infants. Open Plan.

Birstall
Riverside Junior School, Wanlip Lane, Birstall, Leicester. State strengths.

Countesthorpe
The Linden County Primary School, Gwendoline Drive, Countesthorpe. 2nd year junior class. Music advantage.

Rutland
Cottesmore County Primary School, R.A.F. Station, Cottesmore, Rutland. 2 posts. 1) Class teacher for transition (top infant/ 1st year junior) ability to play piano advantage. 2) 1st yr. junior. Interest in science throughout primary age range advantage. Essential for both posts – enthusiasm to work with service children.

East Shilton
St. Peter's R.C. (A) Primary School, Mill Lane, East Shilton. Mixed 3rd and 4th year class. Catholic preferred.

Glen Parva
Glen Hills County School, Howard Road, Glen Parva. Middle Infant. open plan.

Hinckley
St. Mary's C.E. Primary School, Station Road, Hinckley. Lower juniors. Interest in teaching brass instruments.

Huncote
Huncote County Primary School, Denman Lane, Huncote. Middle Juniors, Boys' games.

Leicester
Abbey Primary School, Ellis Avenue. Teacher for class vertically grouped infant. Experience of teaching English as 2nd lang. essential.

Leicester
Braunstone Frith County Junior School, Cuffling Drive. Lower juniors. Swimming/games and/or recorder tuition an advantage. Other strengths considered.

Leicester
Buswells Lodge Primary School, Beaville Drive. Infants.

Leicester
Catherine Junior School, Brendan Street. Interest in dance. Experience in the multi-cultural classroom preferred.

Leicester
Catherine Infant School, Liverscroft Road. State strengths.

Leicester
Colemeo Junior School, The Wayne Way. 1st year juniors. Boys' games advantage. State strengths and interests.

Leicester
Caldecote Infant School, Caldecote Road. Infants.

Leicester
Herrick Junior School, Lockerbie Ave. Boys' games and science.

Leicester
Highfields Infant School, Sparkenhoe Street. Infants.

Leicester
Humberstone Infant School, Main Street, Humberstone. Experience of 5 year olds. Music preferred. State strengths.

Leicester
Mayflower Junior School, Evington Drive. 1st or 2nd year juniors.

Leicester
Merrydale Junior School, Claydon Road. Upper juniors. State strengths.

Leicester
Rolleston Junior School, Hillsborough Rise. 2 posts. 1) Experienced teacher, initially to pursue remedial reading programme. 2) Lower juniors.

Leicester
Marriott Primary School, Marriott Road, Top Infants. Music advantage.

Leicester
Rushey Mead Infant School, Gipsy Lane. Infants. State strengths.

Leicester
Linden Primary School, Headland Road. Infants. Vertically grouped 5-8 yrs, integrated day. Music advantage.

Leicester
Sandfield Close Primary School, Sandfield Close. 2 posts for this multi-cultural school.

Leicester
Shaftesbury Junior School, Latimer Street. 1st and 2nd years. State interests. Interest in multi-cultural Education.

Leicester
Shenton Primary School, Dunlin Road. Infants. State strengths and interests.

Leicester
Taylor Primary School, Taylor Road. Boys' games, Juniors.

Leicester
Uplands Infant School, Melbourne Road. Interest in multi-cultural education; English as a second language. Plus S.P.S. allowance.

Loughborough
Thorpe Acre Junior School, Alan Moss Road. 1st year class. Experience with lower school maths advantage.

Loughborough
Thorpe Acre Infant School, Alan Moss Road. Competent musician, state other strengths.

Markfield
Mercenfeld County Primary School, Oakfield Ave. Lower Infants.

Narborough
Braystokes County Primary School, Thornton Drive. Infant experience.

Oakham
Southfield County Primary School, Sandringham Close. Reception Infants. Music.

Quorn
St. Bartholomew's C.E. (C) Primary School, Off Willowcroft, Off Warwick Avenue. Reception infants with music. Open plan.

Stamford
C.E. Primary School, Honsons Way. Lower Juniors. Netball advantage.

Stanton Under Bardon
Stanton Under Bardon County Primary School, Main Street, Lower Junior. Music advantage.

Thurmaston
Churchill Infant School, Churchill Road. Lower middle infant, state strengths.

Thurmaston
Eastfield County Primary School, Eastfield Road. State strengths. Boys' games advantage.

Oakham
Southfield County Primary School, Sandringham Close. 1st years juniors. Music required.

Leicester
Rowlett's Hill Primary School, Saldarotone Close. 2 posts. 1) Juniors. Boys' games advantage. 2) Infants. Art and Display.

Thurmaston
Richard Hill C.E. (A) Primary School, Barkby Lane. Communicant Anglican required. Music advantage. Reference should include Parish Priest. Applications to the Rev. B. R. Dixon, The Rectory, Thurcaston.

Billesdon
Parochial Primary School, Laulby Road. Lower junior. Infant experience desirable.

Leicester
Coleman Junior School, The Wayne Way. 3 posts. 1) Music advantage, 2) Lower juniors. 3) Boys' games,

Loughborough
Randell County Primary School, Randell Street. Language teaching with withdrawal groups.

Syston
St. Peter and St. Paul C.E. (A) Primary School, Upper Church Street. 2 posts. 1) Juniors. 2) Infants.

Shepshed
Hall Croft County Primary School, Hall Croft. 2 posts. 1) Maths/science, Boys' games. 2) Boys' games and visual-aids.

Leicester
Millgate Special School. 16 Scott Street. Teacher of Art and design with additional classroom responsibilities.

Leicester
King Richard Infant School, Andrewes Street. Semi-open plan, younger infant class. Someone with enthusiasm, interest and experience to work with children of this age range.

Syston
Merton County Primary School, Goodes Lane. Primary state strengths.

Leicester
St. Barnabas C.E. Primary School, St. Barnabas Road. Experienced infant teacher for a 2 teacher team situation with 5-6 year old children. State strengths and interests.

Please apply immediately (no forms) with full particulars and names and addresses of two referees to the head of the appropriate school, unless otherwise stated.

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of sex, marital status or racial origin.

PRIMARY HEADSHIPS
continued

LINCOLNSHIRE

NORTH KELSEY COUNTY PRIMARY SCHOOL
North Kelsey, Lincoln. LN7 6JW
Group 3 Roll 104

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher from January, 1983. S.a.e. for application form and further particulars to: Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN. Closing date: 28th June, 1982. (36364) 110010

LINCOLNSHIRE

MIDDLE RASEN COUNTY PRIMARY SCHOOL
Middle Rasen, Market Rasen, Lincs. LN8 3TS.
Group 3, roll 161

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher from January, 1983.

S.a.e. for application form and further particulars to: Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN. Closing date, 28th June, 1982. (36368) 110010

LINCOLNSHIRE

BURGH-LE-MARSH C.E. (CONTROLLED) PRIMARY SCHOOL
Wainfleet Road, Burgh-le-Marsh, Skegness, PE24 5ED

Group 3
Roll 140

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher from January, 1983.

S.A.E. for application form and further particulars to Divisional Education Officer, Eastfield House, Eastfield Road, Louth, LN11 7AN. Previous applicants should confirm if their wish is to be re-considered. Closing date, 25th June, 1982. (36890) 110010

NORTHUMBERLAND

PRUDHOE ADDERLANE COUNTY FIRST SCHOOL
Station Rd., Prudhoe NE24 5HX
Group 3, 136 pupils, 4 - 9 years
Headteacher required from 1st September 1982 or as soon as possible thereafter. Applicants should have completed not less than 3 years service as qualified teachers at date of application. Removal expenses and lodging allowance may be payable.
Application forms returnable by 18th June, send see to Director of Education, County Hall, Morpeth NE61 2EF. (61544) 110010

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
RUSHCROFT PRIMARY SCHOOL
Trent Road, Shaw, Oldham
Required for January 1983 or as soon as possible thereafter, for this Group 2 primary school of about 180 infant and junior pupils, the school opened in 1968 to meet the demands of new housing development in the area and continues to be fully subscribed.
Send s.a.e. for application form to the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 8SP, returnable to him by 18th June, 1982. 110010

WEST SUSSEX

ITCHINFIELD C P SCHOOL
Itchinfield, Horsham, W. Sussex, RH13 0QJ
Required January 1983, a HEADTEACHER for this Group 3 school. Form and details from Miss Sugden, Education Office, Beckworth House, The Park, Haywards Heath, W. Sussex RH16 3DU or telephone 0444 79 4141. Closing date 18th June, 1982. Previous applicants will be automatically considered. (36058) 110010

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
PRENTON PRIMARY SCHOOL
Nolrwood Road, Birkenhead, Merseyside L42 0SF

REQUIRED FOR 1st SEPTEMBER, 1982, or as soon as possible thereafter,

HEADTEACHER For this Group 3 School.

Application forms and further details are available on receipt of a stamped addressed envelope from the Director of Education, Education Office, Cleveland Street, Birkenhead. Merseyside L41 6NU, to whom completed forms should be returned by 18th June, 1982. (36890) 110010

Deputy Headships
Second Masters/
Mistresses

CAMBRIDGESHIRE

CAMBRIDGE AREA
BARNWELL INFANTS SCHOOL
Fanshawe Road, Cambridge
Applications are invited for the post of DEPUTY HEAD to commence duties in January or September 1983.
Applicants should have completed not less than 3 years service as qualified teachers at date of application. Removal expenses and lodging allowance may be payable.
Application forms, returnable by 18th June, send see to the Director of Education, County Hall, Morpeth NE61 2EF. (61547) 110010

DORSET

ST. CATHERINE'S C.E. (VA) FIRST SCHOOL
Cutlers Place, Wimborne, Required for January, 1983, this Group 2 school (age 5-9 years), a practising Anglican Catholic Teachers Certificate essential.

Application forms from Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth on receipt of s.a.e. Closing date: 25th June, 1982. (61597) 110012

GLOUCESTERSHIRE

NAILSBOURNE C. OF E. (CONTROLLED) PRIMARY SCHOOL ROAD
Tuffley
Deputy Head Group 3 from 2nd September, 1982. Enthusiastic and experienced Junior Teacher, who will be expected to share responsibility for organisation and curriculum development. Ability to play piano an advantage. State special interests.
Forms from the Headmaster (Enclose S.A.E.). (40598) 110018

GLOUCESTERSHIRE

ULEY C.E. (VA) PRIMARY (CONTROLLED) PRIMARY SCHOOL
Uley, Dursley
Deputy Head, Group 3, required for January 1983 or possible Responsibility for Science and Maths.
Application forms from Miss J. S. Bagley, Holcaves, 49 The Street, Uley, Dursley, Glos. Enclose S.A.E. (40600) 110018

HAMPSHIRE

VIGO COUNTY JUNIOR SCHOOL
Vigo Road, Andover SP10 1JZ
V.C.S.A. 58
Required January 1983 or earlier Group 6 - Deputy Headteacher
S.a.e. for application form/ further details from Head-teacher at the School. (61575) 110018

HERTFORDSHIRE

KENILWORTH FIRST SCHOOL
Kenilworth Drive, Borehamwood
DEPUTY HEADTEACHER
Group 2
Available September, 1st, or as soon as possible after-wards.
Applications are invited from suitably qualified mathematic teachers for this post, vacant due to promotion of present holder.
Further details and application form from the Head on receipt of s.a.e. (61)
110018

HERTFORDSHIRE

COUNTY COUNCIL
HIGHWOOD JMI SCHOOL
Hailey Hill, Hailey, Hertford
Required for September/January 1983 a Deputy Head Group 3.
Application form and further details from the Divisional Education Officer, Little Cassiobury, 2 Hempstead Road, Hertford, SG13 8AY, to be returned as soon as possible after 14th June. Please enclose s.a.e. (61)
110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SINGLETON C.E. (VA) PRIMARY SCHOOL
Southcoates Lane, Hull
Required for September, 1982, or January 1983, a DEPUTY HEAD for this Group 3 school of 194 pupils aged 5 - 9 on roll. Applicants should be practising Roman Catholics and an understanding of sound games would be helpful.
Application forms, available from the Head of the School should be returned to Reverend D. Sunlight, Chairman of Governors, Sacred Heart Presbytery, Southcoates Lane, Hull HU9 3AA, by 15th June 1982. (39978) 110018

LONDON

INNER LONDON EDUCATION AUTHORITY
ST. JOHN'S C.E. (A) PRIMARY SCHOOL
Redlands Road, S.W. 17 9TJ
Group 3
Roll 340
Headmistress Mrs Ann Wilkins
Required from September 1983, Deputy Headteacher, Group 3 successful candidate should be an enthusiastic experienced teacher. He/she will be expected to play an active role in the administration and curriculum development.
Please contact head for further details. (62008) 110018

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
NEWBY C.E. PRIMARY (AIDED) SCHOOL, Shaw 14 098

DEPUTY HEADSHIP
GROUP 3

Required for January, 1983 or earlier for children on roll aged 4-11 years.

The vacancy occurs on the retirement of the present postholder.

It is expected that the person appointed will make a major contribution to the development of the whole curriculum.

Membership of the Church of England not essential but an advantage.

Application forms and further particulars from the Education Officer, Education Office, Smith Street, Rochdale OL16 1XU, to be returned to the Director of Education, Personnel Section, Municipal Offices, Smith Street, Rochdale OL16 1XU. Please enclose s.a.e. (38053) 110018

DEPUTY HEAD PRIMARY SCHOOLS

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
An equal opportunity employer
The borough is within easy reach of central London and bordered by Epping Forest. Resulting teachers 1982 or September 1982 if possible

HIGHBURY PRIMARY SCHOOL
Edinburgh Road, Walthamstow, London E.17
Roll 350
Head Teacher: Mr. B.E. Chamberlain.
Number on roll: 210
Approximately Group 4 School
An experienced and enthusiastic teacher to assume responsibility for Language Development, and able to take any class throughout the whole age range 5-11 in this small Primary School. Help with Needlework, Dancing and Music an advantage. Burnham Scale 3. Plus Outer London Allowance and Social Priority Allowance.

Application form and further details available on receipt of an s.a.e. from and returnable to the Head at the above address. Closing date 18th June, 1982. (61603) 110020

Scale 2 Posts and above

CAMBRIDGESHIRE

CAMBRIDGE AREA
BARNWELL COUNTY PRIMARY SCHOOL
Fanshawe Road, Cambridge
Applications are invited for the post of HEAD of LOWER SCHOOL Scale 3 to commence in September or January.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge, CB2 1AP (s.a.e. please). Applicants will be considered. Closing date 25th June (61564) 110020

DORSET

PRIORY CE (AIDED) SCHOOL
Wick Lane, Christchurch
Required September 1982 or January 1983, Experienced Teacher for Junior Department. Ability or organise Boys Games and P.E. essential, willingness to participate in visits to the authorities residential field studies centres desirable. Possibility of Scale 2 post to suitable candidate.
Application forms and further details from the Headmaster on receipt of s.a.e. (40521) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
ST. BONAVENTURE'S R.C. PRIMARY SCHOOL
Cedars Avenue, Leytonstone E.6. 1PF
Head Teacher: Mr. E.J. McConalogue
Number on roll: 280
ASSISTANT TEACHER
Scale 1.
Required SEPTEMBER/JANUARY 1983 experienced Infant Teacher required, who will be responsible for Mathematics in the school.
Applicants must be practising Roman Catholics.
LONDON ALLOWANCE: £785
Applications forms (s.a.e. please), available from the Director of Education to whom completed forms should be returned by 15th June 1982.
DIRECTOR OF EDUCATION
Education Office, Broadway, Stratford, London E15 4BB. (40016) 110020

WILTSHIRE

HORN INFANTS' SCHOOL
Eden Drive, Swindon SN3 6EX
Required January 1983 or earlier
Headmistress: Miss M. J. Hopkins
Roll 240, N.O.R. January 1983
REQUIRED SEPTEMBER, 1982, OR AS SOON AS POSSIBLE THEREAFTER,
a lively Teacher of Infant Children to work in a co-operative teaching situation to develop Language, desirable.
Letters of application, together with names and addresses of two referees to the Headmistress. (36068) 110020

WILTSHIRE

PINEHURST JUNIOR SCHOOL
Beech Avenue, Swindon SN5 7JT
Headmaster: J.D. Thomas (Estimated N.O.R. January, 1983 Roll)
REQUIRED SEPTEMBER, 1982, OR AS SOON AS POSSIBLE THEREAFTER,
Teacher Scale 3, for boys games, with an interest in Science, and/or art and craft.
Letter of application, together with names and address of two referees to the Headmaster. (36034)

Scale 1 Posts

DORSET

PRIORY C.E. (AIDED) PRIMARY SCHOOL
Wick Lane, Christchurch
Required September 1982 or January 1983, Experienced Teacher for Junior Department. Ability to organise Boys Games and P.E. essential, willingness to participate in visits to the authorities residential field studies centres desirable. Possibility of Scale 2 post to suitable candidate.
Application forms and further details from the Headmaster on receipt of s.a.e. (40520) 110020

HARROW

EDUCATION COMMITTEE
ST. JOSEPH'S R.C. FIRST AND MIDDLE SCHOOL
Dobbin Close, Belmont, Harrow (Middlesex)
Tel: 01-865 8837
Required for September, An experienced teacher who enjoys teaching 9 year olds. A special ability for Art/Craft and a willingness to organise Exhibitions and Activities would be an advantage. Preference will be given to a Roman Catholic.
Application forms from and to be returned to the Headteacher, by 18th June, 1982. Please enclose s.a.e. (61552) 110020

WILTSHIRE

FRESHBROOK I/J SCHOOL
Worsley Way, Freshbrook, Swindon SN5 8NU
Opening N.O.R. January, 1983 - 300)
Headmaster: Mrs. M. Barker
REQUIRED SEPTEMBER, 1982, OR AS SOON AS POSSIBLE THEREAFTER,
a Junior Teacher, Scale 2, with responsibility for Language development throughout the primary school.
Letter of application, together with names and addresses of two referees, to the Headmistress. (36051) 110020

WILTSHIRE

PINEHURST JUNIOR SCHOOL
Beech Avenue, Swindon SN5 7JT
Headmaster: J.D. Thomas (Estimated N.O.R. January, 1983 Roll)
REQUIRED SEPTEMBER, 1982, OR AS SOON AS POSSIBLE THEREAFTER,
Teacher Scale 2, for boys games, with an interest in Science, and/or art and craft.
Letter of application, together with names and address of two referees to the Headmaster. (36034) 110020

Scale 1 Posts

DORSET

PRIORY C.E. (AIDED) PRIMARY SCHOOL
Wick Lane, Christchurch
Required September 1982 or January 1983, Experienced Teacher for Junior Department. Ability to organise Boys Games and P.E. essential, willingness to participate in visits to the authorities residential field studies centres desirable. Possibility of Scale 2 post to suitable candidate.
Application forms and further details from the Headmaster on receipt of s.a.e. (40520) 110020

HARROW

EDUCATION COMMITTEE
ST. JOSEPH'S R.C. FIRST AND MIDDLE SCHOOL
Dobbin Close, Belmont, Harrow (Middlesex)
Tel: 01-865 8837
Required for September, An experienced teacher who enjoys teaching 9 year olds. A special ability for Art/Craft and a willingness to organise Exhibitions and Activities would be an advantage. Preference will be given to a Roman Catholic.
Application forms from and to be returned to the Headteacher, by 18th June, 1982. Please enclose s.a.e. (61552) 110020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
ST. RICHARD'S (Controlled) PRIMARY SCHOOL
Reserved Teacher to be responsible for teaching of Spanish to Group 4)
Reserved Teacher to be responsible for teaching of religious education at this school which will be moving into new premises in September 1983.
Letters of application with full curriculum vitae with the names and addresses of two referees to the Headteacher at the School. (40134) 110020

LEICESTERSHIRE

SEE SCALE TWO POSTS
BLOCK DISPLAY. 110020

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD WELLS C.P. SCHOOL
Required for 1st September 1982, or later by mutual agreement, an appropriately qualified Assistant Teacher for the Special Class at this school. Scale 2 post plus special schools allowance. (RE: 486)

Application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, Powys, to whom completed forms should be returned by 23rd June, 1982. (60907) 110022

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

ST. STEPHEN'S C.E. (JUNIOR MIXED) SCHOOL
Winchester Road, Twickenham, Middlesex TW1 1LF

An unestablished teacher is required for one year from September, 1982. Applicants must be prepared to undertake extra responsibilities within the areas of P.E. and Boys' Games as part of a Christian commitment preferred.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB returnable to the Headmaster at the school by 15th June, 1982. (36045) 110022

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

EAST SHEEN COUNTY PRIMARY SCHOOL
Upper Richmond Road West, London SW14 5ED.

(Roll 350)
Scale 1 (Outer London Allowance £488 payable)

A teacher of MUSIC and Class Music Subject is required from 1st September, 1982. Musical ability or contributing to the musical education of children 3 to 11 years and of managing a choir of Juniors. This is an unestablished full-time post initially to cover for a teacher on maternity leave.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school by 15th June, 1982. (61917) 110022

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

QUEEN'S C.E. (AIDED) JUNIOR SCHOOL
Cumberland Road, Kew, Surrey, TW9 3HQ

A class teacher for older Juniors is required for September, 1982, to join with Boys' Games and P.E. would be an advantage. A positive Christian commitment would be required. Scale 2 plus Outer London Allowance of £488.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 18th June. (61916) 110022

WILTSHIRE

MALMESBURY C.E. (CONTROLLED) SCHOOL
Tetbury Hill, Malmesbury, Wilts SN16 9JB
N.O.R. 305
Group 3
CLASS FOR SPECIAL NEEDS
Teacher Scale 1 (plus Special Schools Allowance) required from September, 1982, or as soon as possible thereafter.
Application form and further details (S.A.E. please) from and returnable to the Headmaster by 18th June, 1982. (36057) 110022

WILTSHIRE

MALMESBURY C.E. (CONTROLLED) SCHOOL
Tetbury Hill, Malmesbury, Wilts SN16 9JB
N.O.R. 305
Group 3
CLASS FOR SPECIAL NEEDS
Teacher Scale 1 (plus Special Schools Allowance) required from September, 1982, or as soon as possible thereafter.
Application form and further details (S.A.E. please) from and returnable to the Headmaster by 18th June, 1982. (36057) 110022

SHEFFIELD

CITY OF EDUCATION DEPARTMENT
ENGLISH AS A SECOND LANGUAGE TASK FORCE TEAM
A temporary Scale 1, teacher is required to cover maternity leave from September, 1982, to join this team of twelve colleagues working with children from whom English is a second language within the City's primary sector schools.
Experience in ESL teaching, training in primary/infant education, an interest in education for a multi-cultural society and an ability to speak Punjabi, Urdu or Bengali would be all advantageous.
Application forms are available from the Chief Education Officer, (Teachers Division), to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ, by Friday, 11th June, 1982. (39996) 110024

WARWICKSHIRE

BILLMORTON MIDDLE SCHOOL
Moat Farm Drive, Hillmorton, Rugby CV21 4PE

Appointment of Head
Applications are invited from suitably qualified and experienced teachers for the post of Head by this Group 5 school (374 on roll) with effect from 1st January, 1983.

Application form and further details may be obtained from the County Education Officer, Shire Hall, Northgate Street, Warwick CV34 4SA, to whom completed forms should be returned by 18th June, 1982. (40021) 110010

NORTHUMBERLAND

MORPETH NEWMINSTER SCHOOL
Milford Rd, Morpeth NE61 1RR
Mixed
Headteacher required from 1st January, 1983. Applicants should have completed not less than 5 years service as qualified teachers at date of application. Removal expenses and lodging allowance may be payable.
Application forms, returnable by 18th June, 1982, available from Director of Education, County Hall, Morpeth, NE61 2EF. (61548) 1200010

Middle School Education

Headships

HARROW

EDUCATION COMMITTEE
ST BERNADETTE'S R.C. FIRST AND MIDDLE SCHOOL
Elmton Road, Kenton, Middlesex
Roll: 01-204 8803
Headteacher of this Group 6 school required for January 1983. (Roll: 440).
Applications invited from suitably qualified Catholic teachers for the post of Headteacher.
Application forms and particulars to be obtained from Education Department, P.O. Box 22, Civic Centre, Harrow, Middlesex HA1 2UW and returned to the Secretary, Diocese of Westminster Schools Committee, 23 Wilfred Street, London SW1E 6PB. Please quote the name and address of your Parish Priest for reference purposes by 18th June, 1982. Please enclose stamped addressed envelope. (61584) 1200010

NORTHUMBERLAND

MORPETH NEWMINSTER SCHOOL
Milford Rd, Morpeth NE61 1RR
Mixed
Headteacher required from 1st January, 1983. Applicants should have completed not less than 5 years service as qualified teachers at date of application. Removal expenses and lodging allowance may be payable.
Application forms, returnable by 18th June, 1982, available from Director of Education, County Hall, Morpeth, NE61 2EF. (61548) 1200010

WARWICKSHIRE

BILLMORTON MIDDLE SCHOOL
Moat Farm Drive, Hillmorton, Rugby CV21 4PE

Appointment of Head
Applications are invited from suitably qualified and experienced teachers for the post of Head by this Group 5 school (374 on roll) with effect from 1st January, 1983.

Application form and further details may be obtained from the County Education Officer, Shire Hall, Northgate Street, Warwick CV34 4SA, to whom completed forms should be returned by 18th June, 1982. (40021) 110010

Deputy Headships
Second Masters/ Mistresses

SHEFFIELD

CITY OF EDUCATION DEPARTMENT
ENGLISH AS A SECOND LANGUAGE TASK FORCE TEAM
A temporary Scale 1, teacher is required to cover maternity leave from September, 1982, to join this team of twelve colleagues working with children from whom English is a second language within the City's primary sector schools.
Experience in ESL teaching, training in primary/infant education, an interest in education for a multi-cultural society and an ability to speak Punjabi, Urdu or Bengali would be all advantageous.
Application forms are available from the Chief Education Officer, (Teachers Division), to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ, by Friday, 11th June, 1982. (39996) 110024

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
WILLIAM OF WYKEHAM C OF E JUNIOR BOYS SCHOOL
Stanley Park Road, Carshalton, Surrey SM5 3JD
Headteacher: Mr P G Grannat Bsc (Econ)
Telephone: 01-644 6874
Required for September 1982, a Junior teacher able to offer music and/or swimming. Bygames and athletics.
Committed Christian preferred.
Application forms to be obtained from and returned to the Director of Education, Civic Offices, Carshalton, Surrey. Telephone 01-661 8741. Closing date 17th June, 1982. Interviews this term. (61785) 110024

Middle School Education

Headships

HARROW

EDUCATION COMMITTEE
ST BERNADETTE'S R.C. FIRST AND MIDDLE SCHOOL
Elmton Road, Kenton, Middlesex
Roll: 01-204 8803
Headteacher of this Group 6 school required for January 1983. (Roll: 440).
Applications invited from suitably qualified Catholic teachers for the post of Headteacher.
Application forms and particulars to be obtained from Education Department, P.O. Box 22, Civic Centre, Harrow, Middlesex HA1 2UW and returned to the Secretary, Diocese of Westminster Schools Committee, 23 Wilfred Street, London SW1E 6PB. Please quote the name and address of your Parish Priest for reference purposes by 18th June, 1982. Please enclose stamped addressed envelope. (61584) 1200010

NORTHUMBERLAND

MORPETH NEWMINSTER SCHOOL
Milford Rd, Morpeth NE61 1RR
Mixed
Headteacher required from 1st January, 1983. Applicants should have completed not less than 5 years service as qualified teachers at date of application. Removal expenses and lodging allowance may be payable.
Application forms, returnable by 18th June, 1982, available from Director of Education, County Hall, Morpeth, NE61 2EF. (61548) 1200010

WARWICKSHIRE

BILLMORTON MIDDLE SCHOOL
Moat Farm Drive, Hillmorton, Rugby CV21 4PE

Appointment of Head
Applications are invited from suitably qualified and experienced teachers for the post of Head by this Group 5 school (374 on roll) with effect from 1st January, 1983.

Application form and further details may be obtained from the County Education Officer, Shire Hall, Northgate Street, Warwick CV34 4SA, to whom completed forms should be returned by 18th June, 1982. (40021) 110010

Deputy Headships
Second Masters/ Mistresses

DORSET

HILLBOURNE MIDDLE SCHOOL
Kitchener Crescent, Poole.
(Age range 8 - 12, 420 on roll)
Required January, 1983, Deputy Head Teacher - Group 6.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EX. Closing date 11th June, 1982. (36065) 130012

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
EDWINSTREE SCHOOL
Norfolk Road, Buntingford, Herts.
Deputy Head is required for this Group 5 Voluntary Controlled Middle (9 - 13) school. The post is available from September but it is anticipated that the appointment will be made for January.
The school is established in 1970, well equipped and in good decorative condition. Leaders of the past have moved on to Headships of Middle Schools, and a capable efficient successor to the same would be sought.
Forms of application for the post may be obtained from the Headteacher immediately, giving full details and the names of two referees. Further information will be sent to applicants invited to interview this term.
Closing date 18th June, 1982. (61785) 130010

By Subject Classification

Mathematics

Scale 1 Posts

SUFFOLK

BAXMUNDHAM MIDDLE SCHOOL
Saxtead Avenue, Saxmundham IP17 1DG
Group 3
Roll 328 pupils
Required for September, 1983, a Mathematics or Mathematics and Boys' Games Teacher. Scale 1. Applications from suitably qualified first appointments welcomed.
Application forms and further details available from the Headteacher at the School (Saxmundham (0728) 2) to whom they should be returned. (61585) 1234322

Physical Education

Scale 1 Posts

HERTFORDSHIRE

COUNTY COUNCIL
RALPH RADLEIGH COUNTY MIDDLE SCHOOL
Station Road, Puckeridge
Required September, 1983, Middle School trained teacher to join a team of 6 P.E. AND BOYS' GAMES.
Applicants must have state subsidiary subjects.
Forms of application and further details available from the Headteacher at the School (Puckeridge (027 984) 2) to whom they should be returned by 18th June, 1983. (61580) 1234322

Other than by Subject Classification

Scale 1 Posts

DORSET

ST MARY'S C.E. MIDDLE SCHOOL
Piddletrenthide, Dorset
HEADTEACHER, Scale 1.
Required for September, 1982, a Teacher (C of E) to work mainly with years 1 and 2 in this Middle (8 - 13) school to teach across the 8 - 13 age range. Some ability to play the piano to teach a range of basic subjects. Boys' games. Male applicants are required to assist with Games. Duties at the school. A specialist expertise in Mathematics or Science desirable and ability to contribute to the Christian life of the school as an advantage.
Apply with full curriculum vitae naming two referees to Headmaster, St. Mary's School by 8th June. (40500) 130010

DEVON

Please see displayed advertisement on page 59 (40305) 130010

ROTHERHAM

DEPARTMENT OF EDUCATION and CULTURE
METROPOLITAN BOROUGH OF ROTHERHAM
DEARNE HIGH SCHOOL
Manvers Way, Manvers, Rotherham S63 5DB
Group 6
Roll 1,200 pupils
Required for September, 1983, Deputy Headteacher (Mathematics) who will be responsible for the Mathematics Department and for the timetable. Applications from suitably qualified teachers for the post of Deputy Headteacher.
Application forms and particulars for the above post (S.A.E. enclosed please) from the Director of Education, County Hall, Matlock, Derbyshire, DE4 3AG.

Derbyshire County Council is an equal opportunity employer. (36100) 130010

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM
DEARNE HIGH SCHOOL
Manvers Way, Manvers, Rotherham S63 5DB
Group 6
Roll 1,200 pupils
Required for January, 1983, a Deputy Headteacher (Mathematics) who will be responsible for the Mathematics Department and for the timetable. Applications from suitably qualified teachers for the post of Deputy Headteacher.
Application forms and particulars for the above post (S.A.E. enclosed please) from the Director of Education, County Hall, Matlock, Derbyshire, DE4 3AG.

Derbyshire County Council is an equal opportunity employer. (36100) 130010

Secondary Education

Headships

BROMLEY

LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, Anerley, London SE20 8AG
Group 3 Head Teacher Roll 600+
Applications from well qualified and experienced teachers are invited for this post. Rock Hills School became 11 - 18 Mixed. Approx 930 pupils.
Teaching vacancies for January 1983 appointment will be considered. Rock H

SECONDARY HEADSHIPS
continued

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM DEPARTMENT OF EDUCATION
SWINTON COMPREHENSIVE SCHOOL
Mill Lane, Swinton, Rotherham, S. Yorks.
(Roll from Sept. 1982 - 1390 approx)
Required for January 1983 or earlier if possible - First or Second Deputy Headteacher (Group XII).
Reimbursement of removal expenses in approved cases.
Application forms and further details available from the Headteacher, to be returned by 18th June, 1982. (61307) 130012

DEVON
Please see displayed advertisement on page 39 (403091) 130012

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth
Malmesbury Girls' Grammar - Group 11 - 840 Boys - 303 in Sixth Form
Required for January 1983:
A well qualified and experienced teacher is sought with proven administrative ability for appointment as FIRST DEPUTY HEAD of the 11-18 Boys' Grammar School.
The successful applicants will be responsible for the overall and effective working of the members of the staff, with particular responsibility for leadership in curriculum matters, including long timetabling.
Further details, together with application forms (s.a.e.) may be obtained from the Headmaster at the School, to whom they should be returned by Monday, 21st June, (61981). 130013

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingsway Hull Division
Dr. RICHARDS A.C.G.
UNION HIGH SCHOOL
Hartleet Lane, Hull
(Roll 1,000)
Required for January 1983, a DEPUTY HEAD for this mixed Group 6 school with 41% pupils aged 5 - 13 on roll.
Applicants should be practising Roman Catholics candidates, apart from being competent to teach a range of academic subjects, should be capable of leading the secondary French with the lower forms.
Application forms available from the Head should be returned by 25th June, 1982. (61950) 130011

Deputy Headships
Second Masters/ Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll from Sept. 1982 - 1390 approx)
Required for January 1983 or earlier if possible - First or Second Deputy Headteacher (Group XII).
Reimbursement of removal expenses in approved cases.
Application forms and further details available from the Headteacher, to be returned by 18th June, 1982. (61307) 130012

DEVON
Please see displayed advertisement on page 39 (403091) 130012

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth
Malmesbury Girls' Grammar - Group 11 - 840 Boys - 303 in Sixth Form
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Further details, together with application forms (s.a.e.) may be obtained from the Headmaster at the School, to whom they should be returned by Monday, 21st June, (61981). 130013

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingsway Hull Division
Dr. RICHARDS A.C.G.
UNION HIGH SCHOOL
Hartleet Lane, Hull
(Roll 1,000)
Required for January 1983, a DEPUTY HEAD for this mixed Group 6 school with 41% pupils aged 5 - 13 on roll.
Applicants should be practising Roman Catholics candidates, apart from being competent to teach a range of academic subjects, should be capable of leading the secondary French with the lower forms.
Application forms available from the Head should be returned by 25th June, 1982. (61950) 130011

LINCOLNSHIRE
SKEGNESS GRAMMAR SCHOOL
Vernon Road, Skegness, PE25 2QS
(Group 10 Roll 588)
Following the appointment of the Senior Mistress to a Headship, this mixed selective Grammar School requires a Senior Mistress/Master for September, 1982, to be appointed as soon as possible thereafter. Salary in accordance with Deputy Head Teacher Group 10.
Details of this important post and application forms are available from the Headmaster; enclose S.A.E. Closing date 16th June, 1982. (30656) 130015

STAFFORDSHIRE
EDUCATION COMMITTEE
RISING BROOK HIGH SCHOOL
Rising Brook, Stafford, ST17 9DU
SECOND MASTER/MISTRESS (Group 11) required for January 1983, with a special interest in Girls' Welfare. Candidates should also have other special interests or abilities.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that the County Council's view that it is desirable for staff employed to be members of an appropriate Trade Union. (40356) 130016

WARWICKSHIRE
STRATFORD-UPON-AVON HIGH SCHOOL
Alcester Road, Stratford-upon-Avon CV37 9DE
Required January, 1983, or earlier if possible, DIRECTOR OF SCIENCE AND MATHEMATICS.
Team leader for 10 teachers.
Application forms and further details available from the Head at the school, (SAE please). (30685) 130013

Remedial Posts
Heads of Department

EAST SUSSEX
COUNTY COUNCIL
PALMER SCHOOL
Lewes Road, Brighton BN1 3RH
(ROR: 1358)
(Re-advertisement - previous applicants will be reconsidered)
Required September, 1982, or January 1983, Remedial Teacher (Scale 2) to take responsibilities under the Head of Department. This is a challenging post in a growing department with an opportunity to play a major part in its development.
Application forms from and for return to the Head: (s.a.e. please). (61903) 131018

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford IG2 7BT.
Tel: 01-554 3535
Head: Miss M. B. Evans, MA
Required from January, 1983 or earlier if possible: a Head of the Special English Department for this 11-18 mixed comprehensive school, to take responsibility for provision both for children with learning difficulties in English as a second language. A commitment to counselling is essential. The post is on Scale 3 with an Outer London Allowance.
Forms and further details are obtainable from the Head of the school to whom completed applications are returnable by 18th June, 1982. (61660) 131019

WARWICKSHIRE
STRATFORD-UPON-AVON HIGH SCHOOL
Alcester Road, Stratford-upon-Avon CV37 9DE
Required January, 1983, or earlier if possible, DIRECTOR OF SCIENCE AND MATHEMATICS.
Team leader for 10 teachers.
Application forms and further details available from the Head at the school, (SAE please). (30685) 130013

Heads of Department

EAST SUSSEX
COUNTY COUNCIL
PALMER SCHOOL
Lewes Road, Brighton BN1 3RH
(ROR: 1358)
(Re-advertisement - previous applicants will be reconsidered)
Required September, 1982, or January 1983, Remedial Teacher (Scale 2) to take responsibilities under the Head of Department. This is a challenging post in a growing department with an opportunity to play a major part in its development.
Application forms from and for return to the Head: (s.a.e. please). (61903) 131018

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford IG2 7BT.
Tel: 01-554 3535
Head: Miss M. B. Evans, MA
Required from January, 1983 or earlier if possible: a Head of the Special English Department for this 11-18 mixed comprehensive school, to take responsibility for provision both for children with learning difficulties in English as a second language. A commitment to counselling is essential. The post is on Scale 3 with an Outer London Allowance.
Forms and further details are obtainable from the Head of the school to whom completed applications are returnable by 18th June, 1982. (61660) 131019

HAMPSHIRE
FORT HILL SCHOOL
Kentsworth Road, Wiklaury, Hadleystoke RG83 KJG
A new comprehensive and community school 11 - 16 years, with a six form entry.
Required September 1983 a Temporary Scale 1 teacher for Learning Skills Department involving work with pupils who experience learning difficulties over 3 years.
Skills are the development of 4th and 5th year pupils' basic skills, with readiness to help with the Library work in an art and recommendation.
Letter of application and c.v. mentioning two professions/referees to Secretary for. (61913) 131028

HAMPSHIRE
REDBRIDGE SCHOOL
Cadogan Lane, Southampton SO9 4LW
(11 - 16 Comprehensive NOR 784)
Required for September Scale 1 Teacher for Remedial subjects. Candidates should have received specialist training.
A Scale 2 Head of Department with curriculum interests in Remedial Education is required by 15th June. (61501) 131026

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
Hatton Street, Cranford, Hounslow TW5 9PD
(ROR: 1,087 500)
Head: Mrs Anne James BA
Required for September, 1982, TEACHER WITH REMEDIAL SKILLS to work within the department, for children with special educational needs. Methods must include "core" and "withdrawal" as well as small group withdrawal and extra-curricular activities/English instruction. Experience of these would be an advantage, as is willingness to teach in social and life skills programmes and participate in pastoral preparation.
LONDON ALLOWANCES.
Full details apply to the Head as soon as possible, enclosing curriculum vitae and stamped addressed foolscap envelope. (30691) 131032

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
ST EDMUND'S RC SECONDARY SCHOOL
Old Charlton Road, Dover
Mixed 380 pupils
Group 8
Required for September, a Scale 2 Teacher of Remedial subjects. The teacher appointed would be responsible for groups in the first year and throughout the school. There would be individual or small-group tuition. The policy of the school is to integrate the work of slower pupils as closely as possible to the main work of the school.
Letters of application with full curriculum vitae to the Headmaster at the school with the names and addresses of two referees. (401402) 131030

NORTHAMPTONSHIRE
KETTERING BOYS SCHOOL
Windmill Avenue, Kettering, Northants NN15 6PH
Required for September, a Head of Remedial Department, Scale 2, in this 11 - 18 Comprehensive School of 850 boys. An experienced teacher with some knowledge of basic assessment skills and techniques will be preferred.
Application will be well established arrangement for remedial work on a withdrawal basis, and good resources are available.
Application by letter including the names of two referees to the Headmaster, (application forms). (30687) 131050

ST. HELENS
EDUCATION COMMITTEE
RIVINGTON HIGH SCHOOL
Rivington Road, St. Helens
Comprehensive: 1,002 on roll - 496 in sixth form
Rivington Road, St. Helens WA12 8QE
REMEDIAL SUBJECTS (SCALE 2)
Required for January, 1983, or earlier if possible, a teacher of remedial subjects to take charge of the organisation and development of remedial work throughout the school.
Application forms are available from the Head Teacher to whom they should be returned immediately. (402891) 131020

Scale 1 Posts

DERBYSHIRE
ECKINGTON SCHOOL
Dronfield Road, Eckington, Sheffield, S31 9BR
11-18 Mixed Comprehensive
N.O.R. 1280
For September, Remedial Teacher, Scale 1 (plus special class allowance) for a suitably qualified person.
Applications by letter, with curriculum vitae and details of two referees, to the Headmaster (S.A.E. please). Closing date 18th June, 1982.
Derbyshire is an equal opportunity employer. (34606) 131022

DEVON
Please see displayed advertisement on page 39 (403) 131022

EAST SUSSEX
COUNTY COUNCIL
HEATHFIELD SCHOOL
Cade Street, Heathfield TN21 9BJ
(Comprehensive Mixed 11 - 18, 1050 on roll - 180 in Sixth Form)
Required September, 1982/January, 1983, Teacher for Remedial Education (Scale 1). Reinforcement grants available in approved cases.
Application forms (s.a.e please) from Headteacher. Closing date 18th June, 1982. (61981) 131027

HAMPSHIRE
FORT HILL SCHOOL
Kentsworth Road, Wiklaury, Hadleystoke RG83 KJG
A new comprehensive and community school 11 - 16 years, with a six form entry.
Required September 1983 a Temporary Scale 1 teacher for Learning Skills Department involving work with pupils who experience learning difficulties over 3 years.
Skills are the development of 4th and 5th year pupils' basic skills, with readiness to help with the Library work in an art and recommendation.
Letter of application and c.v. mentioning two professions/referees to Secretary for. (61913) 131028

HAMPSHIRE
REDBRIDGE SCHOOL
Cadogan Lane, Southampton SO9 4LW
(11 - 16 Comprehensive NOR 784)
Required for September Scale 1 Teacher for Remedial subjects. Candidates should have received specialist training.
A Scale 2 Head of Department with curriculum interests in Remedial Education is required by 15th June. (61501) 131026

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
Hatton Street, Cranford, Hounslow TW5 9PD
(ROR: 1,087 500)
Head: Mrs Anne James BA
Required for September, 1982, TEACHER WITH REMEDIAL SKILLS to work within the department, for children with special educational needs. Methods must include "core" and "withdrawal" as well as small group withdrawal and extra-curricular activities/English instruction. Experience of these would be an advantage, as is willingness to teach in social and life skills programmes and participate in pastoral preparation.
LONDON ALLOWANCES.
Full details apply to the Head as soon as possible, enclosing curriculum vitae and stamped addressed foolscap envelope. (30691) 131032

HOUNSLOW
THE FELTHAM SCHOOL
Saunderton Road, Feltham, Middlesex TW13 5EW
Tel: 01-890 0167
(11 - 16) Co-educational Comprehensive School
Number on roll: 1360
HEADTEACHER: Paul M Grant BSc Dip Ed
Required for September 1982 a full time assistant Teacher Scale 1 to work in the HOME/SOCIAL DEPARTMENT. A large well established department with six staff works on withdrawal and supportive system - years 1 - 5. A person with a keen interest in subject teaching areas and pupil welfare concerns is sought; an ability to offer Mathematics would be an added recommendation but not a condition of appointment.
The School is at present organised on a House system of pastoral care. Every member of staff is attached to a House and is expected to contribute to the life and work of the House. There are 180 pupils in the Sixth Form.
The buildings are modern, well equipped and the School is engaged in an ambitious building programme in order to provide a new purpose-built school with extensive dual use community facilities on one site. The first phase will be completed by summer 1983. LONDON ALLOWANCE: £498 per annum.
Letters of application in the first instance to the Headteacher, no forms, within seven days, giving details of qualifications, experience and the names and addresses of two referees. (33931) 131025

LEICESTERSHIRE
MUNDELLA SCHOOL
Wycombe Road, Leicester
ENGLISH AND GENERAL SUBJECTS
Please see Secondary, scale ons, English. (40355)
Scale 1 (£4,746) 131028

LEICESTERSHIRE
MARTIN HIGH SCHOOL
Link Road, Anstey, Leicester
In the Leicestershire plan for the re-organisation of secondary education, 11 - 14 High
REMEDIAL SCALE 1
Required August.
Further details from the Head. Apply immediately (no forms) with full curriculum vitae, names and addresses of two referees (SAE). (33981) 131029

LONDON
KING ALFRED SCHOOL
NW11
Boys' Independent Schools (443201) 131030

NORTH YORKSHIRE
COUNTY COUNCIL
BARLBY HIGH SCHOOL
York Road, Barlby, Selby, YO8 7JT
Applications are invited for the post of teacher in a well-established REMEDIAL DEPARTMENT for September 1982. Willingness to take meticulous interest in NUMERACY welcomed. Scale 1. Applications from newly qualified teachers welcomed.
Details and application forms (send s.a.e. please) from the Headmaster. Closing date two weeks from the appearance of this advertisement. (40543) 131032

NORTHAMPTONSHIRE
COUNTY COUNCIL
ELIZABETH SCHOOL
Cowley Road, Northampton NN1 5TE)
Required for September, at this 11 - 16 comprehensive, 1,500 on roll, a well-qualified teacher of REMEDIAL MATHS to operate 11 - 14 years in the teaching of pupils with learning difficulties in the 11-16 age range. Scale 1 is readily available in the area.
Further details and application forms available from the Headmaster (SAE please) or Tel: (0604) 712082.

NORTHAMPTONSHIRE
GUILSBOROUGH COUNTY HIGH SCHOOL
West Haddon Road, Guilsborough, Northants NN6 8RB
Required for September, 1982, a Remedial Teacher (Scale 1 - 2) to work with withdrawal groups from all years in the main school. This post represents an expansion of the remedial provision within the school. No preconceptions exist as to the qualifications of the person to be appointed but willingness and ability to help with withdrawal and application in mathematics is important.
Curriculum vitae, application and c.v. (mentioning two professions/referees to Secretary for. (61913) 131028

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
Norfolk Park Comprehensive School
Remington Road, Sheffield S8 7HL
11 - 18 Secondary School
Required for September, 1982, a Scale 1 Remedial Teacher to work within a well established department. Responsibility allowance payable.
Further details and application forms from the Headteacher to whom completed forms should be returned by Friday 11 June 1982. (61981) 131029

WEST SUSSEX
FORGE WOOD COMMUNITY COLLEGE
Compasses Lane, Horsham
Required September, 1982, a well qualified teacher for Basic Skills to include remedial work in Maths and English for the first 3 year groups, and courses for 4th and 5th years who have opted for examinations. Please apply in writing to the Headteacher. (61971) 131033

By Subject Classification
Arts and Design
Heads of Department

BERKSHIRE
RANELAGH SCHOOL
Ranelagh Drive, Bracknell, Berks RG12 9DD
(11 - 18 Mixed Comprehensive 1,360)
Required September 1982, HEAD OF ART (Scale 2). The department has a well established course up to 'A' level and has recently moved into a new suite (ceramics, silk screen printing, photography, 2D room). This voluntary aided C.E. co-educational school is in the first year of re-organisation into a 6 form comprehensive school (previous Grammar School). £213 p.a. Outer London Fringe Allowance.
Further details and application form from the Headmistress, (s.a.e. please). Tel: Bracknell 51333. Berkshire County Council is an equal opportunity employer. (39958) 131218

Scale 1 Posts

AVON
ST. KATHERINE'S SCHOOL
Hall Green, Pill, Bristol
(County, mixed comprehensive roll 900)
Required for September 1982, teacher of ART/CRAFTS/GRAPHICS to work at all levels in the Art and Home Economics departments. Opportunities should be able to teach weaving and some printed techniques, and there is an emphasis on drawing/design work.
Applications by letter with full c/v and S.A.E. immediately to the Headmaster. (31228

BERKSHIRE
WESTWOOD GIRLS' COMPREHENSIVE SCHOOL
(11 - 18)
Honeyhill Lane, Reading, Berkshire RG6 4EL
ROR 850
Required 1 September 1982 TEACHER OF ART (scale 1). The Department has its own suite of rooms and good facilities are available. Candidates should state the crafts they can offer. Interests in textiles would be an advantage.
Apply by letter to the Head Mistress enclosing curriculum vitae and names and addresses of two referees. Closing date June 21st. Berkshire County Council is an equal opportunity employer. (39958) 131222

CUMBRIA
COUNTY COUNCIL
ULVERSTON VICTORIA HIGH SCHOOL
Springfield Road, Ulverston (Mixed comprehensive 11 - 18 yrs. 1735 on Roll; 340 in 6th form)
Required for September, 1982, a teacher of ART to CSE and 'O' level. Applications welcome from newly qualified teachers, also from experienced teachers for Scale 2.
Further details (See please) from the Head (to whom letters of application should be sent within 2 weeks of this advertisement) giving age(s), educ. c.v. and names of 2 referees. (61640) 131223

DERBYSHIRE
NETHERTHORPE GRAMMAR SCHOOL
Staveley, Chesterfield, S43 3TG
11 - 18 Mixed Comprehensive
For September, Teacher of Art and Craftwork at the School. Scale 1. Please state area of the subject where there is particular interest.
Letters of application, with curriculum vitae and 2 references to the Headmistress, (s.a.e. please). Closing date 18th June, 1982.
Derbyshire is an equal opportunity employer (30697) 131224

DUDLEY
METROPOLITAN BOROUGH OF DUDLEY
THE DUDLEY SCHOOL
St James's Road, Dudley, West Midls.
(13-18 co-ed. comp : o. 960 on roll)
For September, TEACHER OF CRAFT, DESIGN AND TECHNOLOGY.
Details/Application form from and returnable to Headmaster. (40358) 131226

EAST SUSSEX
COUNTY COUNCIL
BEACON SCHOOL
East Beach, Lancing, Crowborough TN6 2AS
(Comprehensive Mixed 11 - 18 2260 on roll)
Required September 1982 well qualified teacher of Art, Scale 1. Opportunity to work with a wide range of media and a well established department. Responsibility allowance payable.
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(ROR: 1,850 approx.
Scale 1 Art - Ceramics Specialist. Duties responsible for Ceramics throughout school. Transport 1 year.
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Application by letter including the names of two referees to the Headmaster (no forms). (33013) 131225

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EDUCATION DEPARTMENT
GILLINGHAM DIVISION
UPNORTH MANOR SCHOOL
Roll 1300
Required for September, a qualified assistant teacher of Design and Technology, Scale 1. Opportunities for some personal specialism in one equipped area but general teaching both boys and girls.
Application forms from Mr. J. C. Rowland, M.A., Headmaster, Upnorth Manor School, Marlborough Road, Gillingham, Kent (s.a.e. please). Closing date for applications 16th June, 1982. (40207) 131226

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BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester
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LEICESTERSHIRE
MARY LINWOOD SCHOOL
Tremant Road, Leicester Comprehensive
Roll 1091
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Boys' Independent Schools (443351) 131229

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COUNTY COUNCIL
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pupil 9.1R
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NORTHAMPTONSHIRE
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Required for September, 1982, a teacher of ENVIRONMENTAL STUDIES (Scale 1) with art or other subject.
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EDUCATION COMMITTEE
LODE HEATH COUNTY HIGH SCHOOL
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Required for September, 1982, Teacher of Art/Craft/Design, as the Scale 1 Appointment.
Please apply by letter to the Headmaster. (31148) 131233

HEADSHIP
Stoke High School
Ipswich
Group 10 Age Range 11–16

Applications are invited from suitably qualified and experienced teachers for the post of Head of the above mixed comprehensive school. The number on roll in September 1981 was 930. The post becomes vacant on the retirement of the present Headteacher in December. Stoke High School is a purpose-built school built in 1977. Standing in its own grounds and covers a wide area of both Council and private housing.

Further details and application forms are available from the County Education Officer, Carnwadic Street, Ipswich IP4 1LJ (s.a.e. please), and applications should be returned by 18th June, 1982.

Suffolk County Council

extra

Computers in education

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Primary considerations

Could primary education become a leading force in the use of educational computing? Roy Garland analyses the situation.

The obvious is sometimes difficult to see; the apparent has a way of eluding our gaze. It is easy to have missed the sharp growth of interest in the use of microcomputers in our primary schools; after all this interest and this activity has a very short lifespan. Children who are now in their last few weeks as juniors and in September will join secondary schools are not only the movement's first clients but witnesses to all of its brief history.

When they were second-year juniors a national survey[1] not only discovered some thirty or so primary schools in England that were using microcomputers: at a conservative estimate the total must now be well into the thousands. But it is not only the initial rapidity of the classroom adoption of machines that is worthy of note: there have been corresponding developments at a national level, in many cases encouraged and supported in an imaginative manner by the Micro Electronics Project.

The primary microcomputing movement has its own association MAPE (Micros in Primary Education) with a paid-up membership that is likely to reach a thousand before the end of the year. Journals and publications exist devoted to a study of the emerging issues and two national conferences that have been organized at the University of Exeter School of Education (see page 46) have both been heavily over-subscribed.

A trickle of books has emerged and no doubt within the next year or two it will be a flood as commercial interests realize the potential of the market. It is difficult at the moment to pick up a primary orientated publication that has not some reference to and description of experiment and innovation within the field.

Perhaps the most remarkable fact is that this has happened with very few murmurs of alarm or challenge or incredulity. There has been no widespread constructively critical appraisal of events or no doubting Thomases to cast questions on their validity or to ask what the children are actually learning. A movement that may well consume large quantities of scarce resources has grown unopposed.

If the speed and the professionally unhindered march of the micro is not enough to attract our attention then I suggest that a hint of the pedagogical bizarre might well alert us to the extraordinariness of what is happening. It could be a characteristic of the post-industrial age that in some respects children will know more than adults, but I still find it a trifle disconcerting to encounter an eleven-year-old knowing more about micros than his teacher.

Although the impact that primary microcomputing has made in a short time appears considerable, doubts may well be raised about the relevance and the likely ultimate effects of the effort. Contrary to popular belief the primary sector was not particularly pedagogically innovative during the period from its slow emergence from the elementary tradition to the late 1950's: teaching method and content changed very slowly.

My own appreciation of this point arose from the result of a piece of research that I conducted in the mid 60's into the teaching of mathematics in the junior school: I found that in a typical sample of schools virtually no mathematics was taught but that the government-inspected arithmetic of the nineteenth century still had a powerful influence and that there were startling similarities between the Revised Code of 1862 and the syllabuses that the schools were following a hundred years later.

The example is graphic and not necessarily typical: nevertheless it does point to inherent conservative forces within primary education.

Factors that support the status quo still exist today, however, but are threatened not only by the artifacts of the new technology but by the debates that during the last decade have questioned what are legitimate professional decisions and what degree of control others outside of the school should have. These have encouraged schools to consider such issues as continuity and consistency across the whole curriculum and the concept of accountability has gained strength.

The Primary Survey[2] with its combination of qualified approval but probing questioning of primary education has given much impetus to this work which has involved staffs in a somewhat unfamiliar exercise: collective policy making and decision making with its attendant surrender of a degree of classroom sovereignty.

In view of the extra work thrown upon schools by the new orthodoxies in curriculum provision it could well be argued that micros are an irrelevance: they are unlikely to alter practice hallowed by tradition that has proved so impervious to change and they certainly will not solve the problems of curriculum management that Richard[3] has recently identified. In fact far from solving them they might divert schools from coming to grips with the issues.

Micros are expensive, they are complicated, and they are to be used by those who are unlikely to be familiar with their full potential. Enthusiasm is hardly enough: hard factual knowledge is required to operate them. Yet paradoxically, although I can appreciate the logic of the anti-micro argument, I believe it to have a psychological flaw: the pressures to use microcomputers are coming from teachers themselves. There is no edict that has descended from on high; what we are observing is a

continued on next page

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programs with a purpose

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can appreciate the logic of the anti-micro argument, I believe it to have a psychological flaw: the pressures to use microcomputers are coming from teachers themselves. There is no edict that has descended from on genuine grassroots movement. The micros are in the classrooms because the teachers want them to be there.

This enthusiasm reminds me very much of the situation in the mid 60's when primary arithmetic started to emerge from its moribund state because teachers questioned the relevance of what they were doing in their classrooms.

It was argued earlier that primary education had been conservative and slow to change even when there were increasing resources available. The paradox is that when the system could have been innovative it was not; since the reduction of resources and the contraction in size it has shown increasing abilities to adapt and adopt.

I am not suggesting that there are causal issues at work here: more likely reasons concern the virtual ending of the "11+", and the fact that primary schools are moving towards a management style that involves a degree of collective decision making and curricular policies across the classes. Developments are less likely to be slowed by the idiosyncrancies and vagaries of individual class teachers working in professional isolation. In this situation the micro, or indeed any other innovation, has a greater chance of being incorporated into the collective thinking of the school rather that left to flourish and fade unseen in an individual classroom.

Moreover, what is even more evident is that the great majority of children seem fascinated and motivated by the micro. The use of the machines in the classroom is very recent and it is possible that interest will eventually fade. The evidence at the moment is anecdotal but it suggests that the cosmetic effect does not in fact disappear; that even after a period of several years use children's interest remains high.

Whatever the logic, whatever the reservations, machines are in our primary schools and with government sponsorship are likely to be there in ever increasing numbers. What problems and issues are likely to rise? The concerns lie at the intersection of beliefs about what is educationally valuable in primary education, the curriculum and the potential of the micro: and they are not completely predictable. The new cannot be completely defined in terms of the past. It was suggested earlier that: educational values and beliefs combined

with the pragmatism of classroom operational considerations provide a powerful pointer to what will or will not happen.

In the short term at least the computer is likely to fit in with the existing priorities and ways of doing things and the way of doing things in the great majority of our primary classrooms is firmly under teacher control and guidance and places considerable emphasis on skill acquisition.

If the machines, however, are only to be used to support practice work in the "basics" then it is very difficult to justify their purchase. The curriculum possibilities are far wider than drill and practice. They include the storage and retrieval of data and the simulation of a vast variety of events and natural phenomena; computers also raise social and ethical problems of considerable consequence that children should consider.

It is this vision of what might be that teachers should be encouraged to consider. The potential of the computer not only to support their everyday work but to enhance and extend it in ways that are not completely foreseeable.

As previously stated knowledge regarding operating the hardware and assessing the software is required. The task of providing the inservice training is indeed enormous both in terms of the numbers likely to be involved and the time span available; it is an effort that could well distort existing priorities. General awareness courses will be needed and more specialized provision will be required for those who will act as consultants within their own schools.

It is one of the conditions of receiving a government grant that two members of staff should attend such courses – though one wonders if the position of the smaller schools was considered in devising this formula. Other and more specialized programmes will be required for teachers who wish to go more deeply into the area perhaps through study in institutes of higher education.

But of greatest importance are sessions for headteachers where the wider educational implications can be studied because the understanding and support of the head is crucial for successful curriculum innovation. A degree of imagination is required in planning courses: why not use the technology, for example, to teach about itself with distant-learning packages? At a personal level I have learned more about microcomputers by experimenting with them in my own home than any official course that I have ever attended.

And what of the unpredictable: the certainty of uncertainty? Already in New York one can find computer shops with "Home Based Scholastic Centers": a claim that the parent can turn his or her dining-room into a school. Ridiculous: we can produce a thousand retorts to expose the falacies and demolish the argument. But hundreds of thousands of micros are already in our homes and there will soon be a flood of "educational" programs for them that will claim to teach children to spell or read or computate: what are the consequences for schools?

It was suggested at the beginning of this article that the obvious has a way of evading our attention: I wonder how many appreciate that primary education is getting a relatively generous deal from the government's scheme: one machine is to be provided on a national average for approximately every 200 children compared with a provision ratio of one for 800 pupils in secondary education. And these figures may be compared with the one for every 400 pupils in the United States.

Might there be a real chance, inspite of my earlier cautionary words, that primary education in this country will become leaders in the uses of educational computing? That just as in an earlier era the industrial revolution was forged largely by those with no formal schooling so the mainly self-taught primary computer entrepreneurs will fashion new educational thinking. Or will an alternative scenario prevail with a move into the wasteland described by a colleague as "more effective means to unconsidered ends"?

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1 Jones, R (1980) "Microcomputers: Their Uses in Primary Schools" CET
2 DES (1978) "Primary Education in England: a Survey by HM Inspectors of Schools" HMSO
3 Richard, C (1982) "Curriculum Consistency" in Richards, C (ed) "New Directions in Primary Education" Falmer Press
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5 Michael Golby (1982) "Microcomputers and the Primary Curriculum" in Garland, R G (ed) "Microcomputers and Children in the Primary School" Falmer Press

Ray Garland lecturers in education at the University of Exeter School of Education and, is a member of the national Committee of MAPE

Management objectives

Eric Vincent on the administrative applications of microcomputers

A survey recently carried out by Patrick Bird, Head of Hengrove School, Bristol, of 400 schools equipped with microcomputers makes it plain that schools are fast becoming aware of the potential of the computer as an aid to management.

His findings have been supported by my own investigations on behalf of the Schools Council (the results are embodied in a report, copies of which are available from the Council) and by the overwhelming response from heads and senior staff of schools to courses which I have run at the University of Birmingham during the past three years.

The advent of the microcomputer has, of course, been a real spur to activity, since the use of mainframe computers by individual schools has been largely unrealistic for financial reasons. Even I.e.a.s have made surprisingly little use of mainframes to assist them in the management of their schools.

A few have computerized some information about pupils and one hears of systems for staffing, the administration of school meals, the collation of public examination results, and a variety of such isolated applications. The "Nordata" and "Timetabler" timetable construction systems are the only mainframe programs used on anything like a national basis, one or other being available in a large minority of l.e.a.s.

Pupils' records

Management applications fall conveniently under three headings: the handling of pupils' records, assistance with the timetabling process and office automation. However, one should strive towards the maximum integration of all functions, particularly in order to minimize the cost of data entry.

The computerization of pupil records needs to be planned carefully, as indeed does the approach to any use of the computer in the administrative process. Decisions about the amount of information to be stored about each pupil depend on a number of factors, such as the type of computer used, its accessibility, the amount and type of processing envisaged for the data, and the facilities for data entry. Regard must be had for the fact that much information about pupils is sensitive, and that concern is being expressed in many quarters about the holding of personal information on a computer system.

Comparatively little information about individual pupils enables a computer to perform useful and cost-effective tasks, such as the printing of group lists and the compiling of the simple statistics required by standard returns. Other functions of a pupil record system can be, inter alia, the storage and interpretation of test results, mark standardization, processing of examination entries and keeping attendance records. The record-keeping facilities of sophisticated computer-based learning systems can be linked into pupil record systems.

Timetable construction programs have been referred to above. Many schools find them useful, although they have the disadvantage of requiring a large computer, as the microcomputer in its present state of development is far too slow to cope realistically with the amount of processing required.

There are a number of very useful associated tasks which can be undertaken by micros and mainframes alike. These include option block structuring, analysis of staff deployment, storage and printing of timetables, cross checking during the "manual" production of a timetable, and the administration of staff absence cover.

With the advent of the dedicated computer for the school office (and a number of schools already have one), it is easy to see word processing as one of the more useful functions of the computer in the school environment, in dealing with the production and enhancement of work sheets and other textual materials.

Word processing simplifies the primary production of text, but really comes into its own when amendments are required, as, for example, during the testing of teaching material. Management of resources, material and financial, is an obvious application once a computer dedicated to management is available.

It is one thing to list the applications for a computer which are possible and desirable, but implementing them is more difficult. There are many schools up and down the country which are quite happily using computers for management. They will have bought a micro, and an enthusiastic teacher, or teachers, will have written the "software", and it is quite possible that this method will have produced excellent results. However, not all schools have teachers with the necessary expertise or the time and inclination to write programs.

Some measure of the time involved in the writing of suitable software can be gleaned from the cost of the PIARCO Schools Management Package, a commercial venture which was reviewed in *The TES* November 14 1981 Supplement. The cost is £10,000, to include the hardware. Assuming the latter to cost half the total, which is probably a generous estimate, we are left with a software cost of £5,000, which indicates a development cost of many thousands of pounds, which in its turn spells out many man-hours of programming effort.

Another guide to software costs can be gained by looking for a generalized information storage and retrieval system suitable for maintaining a pupil record file; the cost will be between £300 and £500, and this for a software system of which thousands of copies will be sold.

Software costs

I emphasize the high cost of software for three reasons: (a) to warn the unwary that the possession of a computer does not automatically open the door to a sophisticated management system, (b) to point to the difficulty of obtaining efficient, well-tested and well-documented software, and (c) most importantly, to suggest that a national effort is called for in England and Wales to match that in Scotland, where the Scottish Education Department has, in conjunction with education regions, set up the School Computer Administration and Management Poject (SCAMP) to specify what is required of a computer system. Only by some cooperative effort of this kind will individual schools be able to afford the kind of software which makes for the efficient use of computers in the management field.

Furthermore, there is ample scope, and indeed a requirement, for examining the possible interaction between local authority central computers and microcomputers in schools. Prestel, the Post Office viewdata system, has shown what can be done to set up easy channels of communication with computers, channels of communication that can be used by ordinary people with no technical knowledge. Automatic dialling of a central computer by a school microcomputer is no pipe dream. We have the technology. We should use it.

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Graphic illustrations of historical events

Robert C. Scott on microcomputers in history teaching

History is not usually included in the subjects mentioned when the impact of microcomputers on Schools is being discussed. Science, maths and to a lesser extent geography appear. I believe, however, that history can profit from involvement with the new technology. This is not merely an assertion but is the result of one and a half years of rather uneven investigation into the potential benefits for history in using the computer.

So far I have identified six ways in which the computer can be used with History. Before outlining these I consider two aspects of the computer to be particularly noteworthy. The machine has the potential to be tremendously motivating. Programs can easily have built in to them features which regularly respond to the pupil, group or class using the machine.

Secondly there is what has been described on television as the "infinitely sympathetic nature" of the machines. I had not fully appreciated this until I was involved with program writing. Teachers know how frustrating it can be when we feel that we have presented some item to a class in a clear fashion but cannot get the required response to questioning and even after a repeat some pupils still have not got the points. Few teachers can remain totally calm throughout such an experience – but the machine does. The computer will endlessly re-route through a program until the desired outcome is achieved.

● The historical applications I have identified are "Instant information". Choose the number of a topic and one or several pages of information can be obtained instantly. Follow up with key questions to check understanding and comprehension. Refer back to information pages instantly where difficulty occurs.

● "The unfolding of events". A mixture of graphics and print can illustrate the sequence of events, stage by stage. For example the development of the Schlieffen Plan in World War One: a map appears on the screen country by country; German armies march through Belgium into Northern France; Germans halted and pushed back at the Marne; trenches beginning and pushing north and south; key place-names appearing progressively. Watch it over and over again until every pupil is fully familiar.

● "The role of luck and chance". History is full of "ifs" and "if onlys" and "but fors" and "might have beens". Sometimes it is as important to know what *could* have happened as to know what actually happened. The computer's ability to produce a random number provides the opportunity to introduce the chance factor into a historical program. An example is given later.

● "Numerical input". The handling of a very considerable range of "number inputs" is available with the computer and instant effects of changes in inputs. It is very difficult for the brain to keep all the balls in the air at once, but simple for the computer. Relative strengths in a battle (real or false), elections and Parliament, economic statistics, all come to mind.

● "Historical situations" – "how would you have acted/behaved/responded". Present the outline of a situation. This could even include brief contemporary document extracts – check understanding with a few key questions – re-route if necessary – then complete exercise with questions related to "how would you have acted in that situation" and explain how the situation actually evolved.

● "Assisting assessment". Yes/no; true/false; multiple choice questions and questions requiring a specific (probably one-word) answer are all simple functions for a computer. Simple "counters" in the program enable pupils to obtain scores; the number of first-time correct answers or the whole number of attempts taken to get right through a test.

To date I have devised the following History Programs

Who Made Scotland Test (Disc Directory Title – BHP)

This is a 30 mark multiple choice test very closely related to a section of work which First Year pupils undertake in the first half of SI. It congratulates after each correct answer and gently re-routes for another try when the answer is wrong. The score is given at the end.

From Village to Castle (Disc Directory Title – CASTLE)

The object of this program is that the humble villager builds a set of steps from the village up to the castle and gets to be the new baron if he gets there. The program tests knowledge of work completed in the second half of SI on the medieval world. Motivation is encouraged through the gradual building of steps with each correct answer.

Slave Trade (Disc Directory Title – ST)

Europe, Africa and America are displayed graphically and then the three sections of the Triangular Trade are added. This program is a form of re-inforcement game for S2 pupils. Using a random number from the computer (1–6) pupils have to attempt to guess the next computer number. If the numbers are matched then a section of the trade route is completed. The maximum number of shots is 30 and most pupils find their slave ship going down somewhere in the Atlantic on the return journey. Motivation is good.

So You Want To Know About the Russian Revolution? (Disc Directory Title – RR)

This program is an example of the computer as an electronic textbook. It displays a list of topics about Russia before the 1905 Revolution and pages of information can be called up instantly.

So You Want To Know About the Russian Revolution? (Disc Directory Title – RR1)

This program displays information about the year 1917 graphically. It sets out a calendar month by month then slowly the important events appear step by step. The 12-month chart is then re-drawn quickly and a possible Bolshevik popularity graph of 1917 is drawn giving reasons for rises and falls. Finally a set of 10 questions is put requiring responses to be typed in. Re-study information if performance is poor.

From Stuart to Hanover (Disc Directory Title – FT)

This program deals with the conventional Royal Family tree from 1603 to 1727 (James VI and I to George I) with the Jacobite attempts to alter it. The sequence of rulers is presented step by step. There are pauses for the teacher to comment and then, with most of the names scrubbed, the computer demands answers from the class group and restores the names when correct.

Treasure Island (Disc Directory Title – TI)

This is a game on the historical theme of pirates and treasure hunting. The island is drawn; landing places offered; once on land the island is divided into areas and the players choose. Most areas contain problems to solve, directions to match etc. Only one area has the treasure.

Programs Not Yet Written

Wild West

A program for a half-class group of S2 pupils related to Second Year History Project where progress across the continent (from the Cumberland Gap to the California Gold Rush) is related both to knowledge and to chance factors.

World War One – Schlieffen Plan

The development of the opening moves of the German attack as outlined previously.

World War One – Trenches and No Man's Land

A game of chance using random numbers to decide whether attacking forces reach the enemy trench.

The range of history and historical possibilities is so vast that it is almost necessary to stop thinking beyond the next few programs in mind otherwise depression will set in simply because the process is so time consuming. On the other hand the above programs could be easily supplemented with a large number of short tests which are composed very quickly and do not involve complicated program designing.

The vital factors contributing to successful use of the computer are: first motivation through the visual aspect of "things happening on the screen", second inter-action between machine and audience – whether it be a single pupil or a class with the teacher doing most of the keyboard control. I, therefore, deliberately set out to see whether, despite all the problems and constraints, I could have reasonable sized groups of pupils at the computer engaged in activity which could be described as "computer assisted learning". There are definitely problems here but I would argue that progress has been real even if there is a long way to go.

It was also interesting to note the varying reactions of different year groups and ability groups as the following descriptins show:

CSE Industrial Studies. My fourth year pupils have a section of work on "major industries" and one of the features of the topic is the "impact of microprocessor technology". In view of this the class visited the computer several times and I demonstrated

continued on page 44

A VERY SPECIAL PRINTOUT

In March we published a special inset on 'Schools and Computers'. It featured an interview with Kenneth Baker, an article by Seymour Papert, the work of the Microelectronics Education Programme, the proliferation of computing languages and several more highly illuminating articles on the subject.

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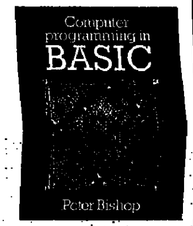

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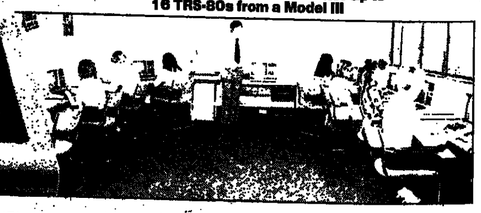

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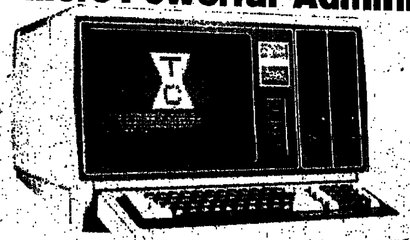

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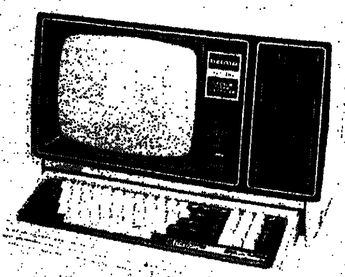

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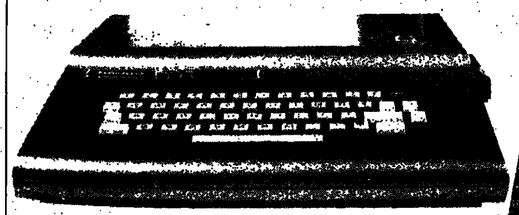

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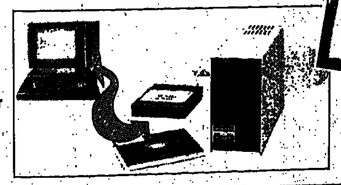

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TES8

extra

'Dancing with the silicon devil'

Victoria Neumark talks to Chris Webb, founder and director of the Notting Dale Technolgy Centre

"We keep getting letters from Chief Executives saying, 'We've had a riot, why can't we have a technology centre?'" Thus Chris Webb, founder and director of the Notting Dale Technology Centre. It has yet to be seen if the money pumped into inner cities through the consultancy unit on Information Technology Centres will alter the feelings in inner city areas which led to last summer's riots, but in this venue at least the government has put its money where its mouth is.

Yet it was not so long ago (in 1978) that the Manpower Services Commission told Chris Webb that "low status kids will never come into contact with high status technology". The Notting Dale Technology Centre could never have come into being without extensive support from local business and the Harrow Borough Council and, in turn, that support had been won by the years of fertile interaction between the local community and the parent Notting Hill Urban Studies Centre.

When Chris Webb co-founded the Urban Studies Centre in 1976 with Terry Hoskins, both of them, as disenchanted heads of department from comprehensive schools, were looking for "radical ways of working with kids". Interdisciplinary studies (Webb had been Head of Humanities and Hoskins Head of Physics) were to be fundamental but also, and just as importantly, the work with kids was to be molded into "trying to respond to local perceptions formulated with and by local people".

As the Urban Studies Centre gained momentum so did other activities, until by 1979 the Centre was used by 150 local groups, had played a key part in raising £1 million to build a new community hall and was the setting for a project from a local College of Education, looking at housing and jobs. It was from this project that the idea of using computers with local youth sprung.

Under the shadow of Westway and great high-rise developments, Notting Dale had seen the decline of the light engineering industry, a traditional employer, and the only growth was in low-labour computer-based companies. Chris Webb was not sanguine about long-term prospects. "I said in 1978 that we'll have seven million unemployed in 1990 and I still say it. Microtechnology will decimate certain areas of employment." He smiled wryly. "Still, we decided to dance with the silicon devil."

Dancing with the devil had two aims: to correct the job-skills mismatch in the area and to open up job-creation. Chris Webb and his colleagues were determined to retain their radical bias, and to retain their trust amongst the local community. Despite funding from the Department of Industry and, reluctantly, the MSC, the Centre opened in 1980 with a non-selective entry.

The first 30 trainees had four CSEs amongst them. They were all black. In the year for which the MSC gave them grants they were compelled to do absolutely nothing. The designers of this approach feel that an employment rate of 50–70 per cent is ample justification for this approach, though whether it will be as successful in Information Technology Centres set up without Notting Dale's community background may be doubted. Still, at a capital investment of not more than £50,000, most of which went on buying and adapting premises and on the purchase of 17 digital micros, similar risks are hardly enormous ones for the Government to take. Running costs are unlikely to top the £150,000 mark.

'A lot of people have operational *nous*, they can make car ignition systems and stereo sound systems work even when they can't understand the principles behind them'.

Teachers who work with working-class black kids know that it is almost impossible to underestimate the depth of alienation from the system which most of them feel. I recently met in the Science Museum a CFE lecturer with his class of YOPs trainees in electrical engineering. He was herding them round the microchip exhibition. Clearly unperturbed by their frustration – they were banging the devices on display, most of which were broken and baffling – he explained to me, "They'll never understand it, it's too complex."

Of course, they'd like to do it, electrical engineering, but they'll never get jobs in it. It's no good explaining it to them, the complex electronics. They wouldn't understand it." A couple of kids rocketed past, banging on glass cases. He added casually, "I don't myself." Why had he brought them, then? "Oh well, it might stimulate them, their general learning base. But they'll never get jobs."

The mood at the Notting Dale Technology Centre is so far removed from that, it would be on one of those other planets so favoured by the makers of electronic video games. The staff of six, all graduates with teaching or community experience, will not interfere, but when Space Invaders palls, as it does, and they are asked to provide a Basic Electronics course, as they have been, they will.

Chris Webb believes in his trainees. "Most people learn by doing, not by the symbolic faculty. A lot of people have operational *nous*, they can make car ignition systems and stereo sound systems work even when they can't understand the principles behind them. On the basic electronics course they design configurations, but they don't have to know Ohm's law to do it. But perhaps, and this has happened, when they go on designing and something doesn't work, they know then what they don't know, and they ask to be taught about resistances."

Of course, abstract thought is not a prerequisite for computer design and construction, but it is for programming. In programming the Centre has been least successful. "It's been a bit of a failure so far. They do talk collectively about the screen, they do know that computers are about making things do things for them. They are still antipathetic to the mathematical model which you need to write a program. That's what they didn't like in school, what they failed at in school."

Nonetheless, programming goes on together with the binary digital electronics. A course is also available in the modern electronic office. Most unusually of all, the job creation goal of the original project has been tackled by the workshop which was set up to produce original prototypes.

Stimulated by the senior engineers sent to the Centre on course by the Department of Industry, by independent microprocessor engineers who use the Centre as an office/workshop, by students from Chelsea College experimenting with design, and by the needs of local organizations, eight ex-trainees have set up their own workshop to try and capitalize on the perceived need for computer expertise.

So within the nexus created by the meeting of high-powered independent entrepreneurs and senior civil servants, trainees, who have been working on very specific, user-friendly products such as data-loggers, or polyphonic synthesizers, have gained the confidence to see that the world of computers is accessible on many levels.

A great characteristic of the Notting Dale Centre has been its flexibility. Whether a national programme will be able to maintain this has yet to be seen, but the partnership of business and government, of self-interest and altruism is vital. "Cross-fertilization is the stuff of learning" says Chris Webb, and he sees opening Prestel editing facilities to the public as important to the ITeCs success as a close relationship with local computer firms. Equally, the development of a disabled persons unit is given as much importance as working with the Microelectronics Programme at the DES. "It's a network, it feeds back into itself."

Will it work? Time alone will tell, but Chris Webb is guardedly optimistic. "I hope it makes people more potent, but I can't be romantic about it."

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Following the language lab

Rex Last examines the attitude of language teachers to microcomputers

A nervous awareness is growing that the microcomputer has a role to play in the development of some language skills; the awareness remains the property of a relatively small band of enthusiasts, the nervousness is fully justified in the light of past experience of educational technology in the language field, notably the oversold and undersupported language laboratory. This time, however, there is a sufficiently strong determination that history must not be allowed to repeat itself, that the control over future developments, particularly in the area of courseware creation, must remain in the hands of the practitioners at the chalkface, or, as it should perhaps now be called, the interface.

On the national level, The Council for Educational Technology and CILT have joined forces to promote conferences at which the few experts in the field can compare experiences and avoid too much reinvention of the wheel, and where the same experts can also pass on some of their knowledge and enthusiasm to the uninitiated.

In the days of mainframe computing, only the occasional isolated experiment in what has now been christened CALL (Computer-Assisted Language Learning) was to be found on the university campuses. The advent of cheap accessible microtechnology has generated a ground-swell of interest, which is held in check only by the fact that one micro in a large comprehensive hardly represents technological overkill and, even more seriously, by the almost total absence of good, transportable courseware.

But the base of that interest is still comparatively narrow and there is first an uphill struggle to win the argument, not just in terms of persuading the unconvinced to come to terms with the hardware, but also to overcome the, in my mind, absurd contention on the part of some proponents of communicative skills that drill and practice – and therefore what the micro can offer – is irrelevant to their teaching needs.

One of the unique aspects of learning a natural language is the necessity for bridging the gap between knowing as a fact and having that information so embedded in the mind that it can be spontaneously reproduced, and it is in this area, where learners progress at wildly differing rates, that the microcomputer represents an invaluable additional weapon in the teacher's armoury, particularly in relation to remedial work.

This does not, however, necessarily mean that communication and accuracy are mutually exclusive propositions; it is possible to devise programs which will accept a less than absolutely accurate response and can cope with varying degrees of accuracy and react accordingly. The computerphobes will respond that all the computer can do is to test the written language, and you do not go into a French restaurant and key in your response to the menu at a terminal – yet.

Of course the present technology has its limitations, but not for long. I am involved in development work on audio-enhanced computer-assisted learning, a micro linked to an intelligent tape recorder and controlling all its functions, enabling the creation of fully automatic dictation programs and the like. Once the limitations are recognized, there is a vast range of material which can be applied to the computer, apart from variations on the theme of drill and practice.

Take, for example, an ingenious idea by Graham Davies of Ealing College: in order to demonstrate problems of German word order, he has used the cursor control functions of the micro to move text round the screen, thereby showing graphically what happens in a German sentence when word order is inverted or subordination introduced.

Another neat little program asks the learner in French questions about himself, and then composes an autobiographical letter for him on the screen. Or again, the skeleton of an idea I picked up at a conference recently to use the word-processing power of the micro to enable the learner struggling to learn how to compose a literature essay to work in a non-linear and interactive mode, using both screen and hard copy.

New technology should not be regarded as a threat to the sensitive, personal business of language teaching; far from it, it can both release the teacher from the more mundane aspects of his work and increase the learning potential of his pupils, particularly the less able.

It is a self-evident observation, but one that bears repeating, that the amount of positive attention given to each learner with his special needs in a class of thirty-five over a period of thirty minutes is, restricted. But the computer responds every time the learner keys in an answer, and it can be programmed to respond in a manner suited to the particular individual at the terminal.

In addition, the computer is promoting an active knowledge of the language, and in a manner which all my experience to date has shown both fascinates the learner and sharpens his motivation in a quite remarkable way. (If the devil should not have all the best tunes, why

continued on page 46

Historical events

continued from page 41

some of the capability of the machine and some programs.

Minority time computer appreciation. I offered to take this class partly because I wanted to see how well a class could work with the computer. There is a very wide range of ability in the Minority time sections and the booklet which I have prepared for the course is hard going for those with little ability although it is perfectly straightforward for the average to more able pupil.

The other problem has more really to do with administrative matters and arrangements than with the computer itself. The accommodation is too small for the class especially as a three period block is involved. Also the amount of "hands on" time is limited because the numbers are really too large.

First Year History Classes. Following the written test given to pupils for grades in December I arranged for several classes to visit the computer to take (as a group) the 30 mark multiple choice test described above. I would rate this strongly as a success. Motivation was high especially with the constant "reward message" with each correct answer. With a time scale of about 15 minutes the pupils were able to stand close to the machine removing the need for chairs. Other teachers involved reported that their classes enjoyed the experience. (Not a usual comment on a test!)

Second Year Classes have visited the computer in half groups to try The Slave Trade program. Once again motivation and interest were high.

Remedial Groups. I arranged with the Principal Teacher of Remedial to bring several small groups of pupils to the computer. This was, like the full classes, after the SI written test and group responses were good. There is most definitely potential here for diagnostic testing in a speedy and efficient way within topics for work prior to the written test.

Robert C. Scott is Principal Teacher of History at Garnock Academy, Kilbirnie, Scotland.

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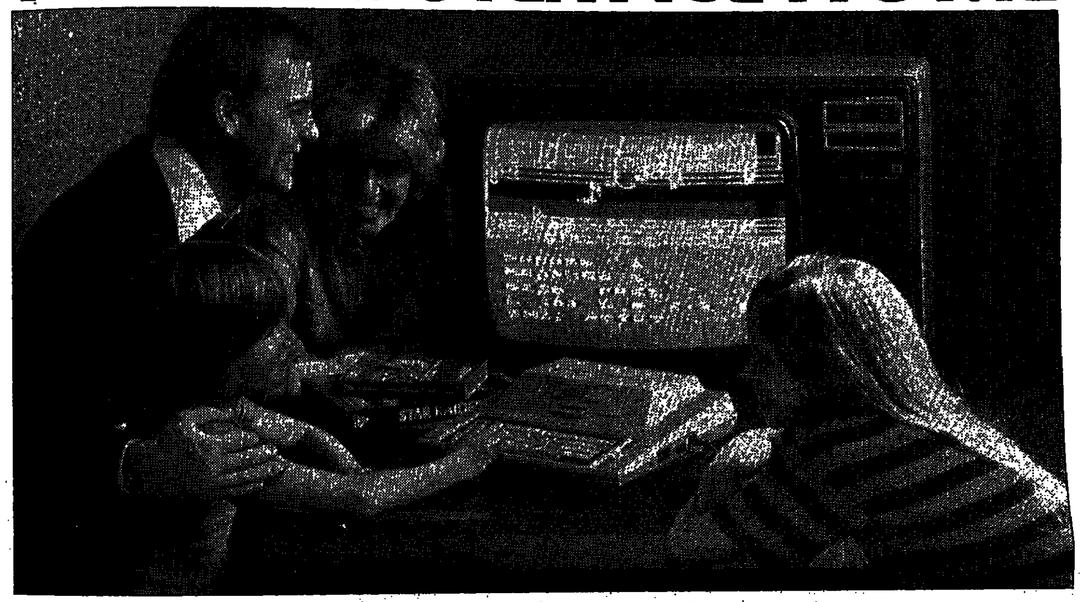

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Computer diary

Virginia Makins visits some schools and a conference

Primary gathering

The great annual gathering for primary micro men (and too few micro women) is the Exeter School of Education conference in April. It's a tremendous bustle – hardware being lugged about, tense-looking young teachers thrusting leaflets into your hands about their latest software, dazed-looking infant teachers staring appalled at programs whose exploding graphics look set to confuse young children about place value for life.

Polished expositers who were early on the micro trail are brought in to induct the novices. Derrick Daines from Nottingham, with an extensive "animals" database built up by children in his school, described just how inadequate primary reference books turn out to be when children feel the need for precise information.

Barry Holmes and Ian Whittington from Cambridgeshire laid on a witty and polished double act about their simulations, industring Saqqara.

There was a lot of interest in a discussion about Seymour Papert's computer language LOGO – and some frustration among participants that it ended up not so much about LOGO in a general talk about the value of children learning programming. (As always, when talking about the value of any subject or potential subject – history, Latin or whatever, you can argue it teaches almost everything but table manners – logic, problem-solving, intellectual confidence. . .)

LOGO came in again with some elegant (but alas, expensive) gadgets for turtle geometry. Beryl Maxwell had a Hertfordshire turtle on show, attracting the crowds, and La Sainte Union college had a £900 or so Digiplot converted to turtle-style drawing.

There were fierce mutterings when two of the main speakers (one of them the government Micro Electronics Programme's Richard Fothergill) attacked the use of computers for basic "skills and drills" in primary schools. "There's got to be a place for drill and the computer's a perfectly adequate tool for it – in fact better than we are," said one teacher.

Peter Stephens from St George's in Toxteth – working without the high-powered local authority backup available in some places – said skills and drills was the easiest software to collect, and children responded well. They'd wondered, though, what the strange white powder that piled up under the machine every break was. It turned out to be salt from the children's crisps.

Ron Gatfield, a Hampshire head, said that teachers were always saying that computers are an unacceptably expensive way of doing routine primary jobs. "They seem to forget what an infinitely more expensive resource they themselves are, and never ask whether *they* should be spending so much time on routine practice."

Everything but table manners.

A day's 'dig' on the computer

At Great Gidding primary school in Cambridgeshire, the older juniors are experienced Egyptologists. They have conducted major digs at Saqqara and moved on to dig Tel El Amarna.

Elaborate records of their digs start with carefully written letters to the Cairo Department of Antiquities, requesting permission, and to universities asking for grants. There are maps, drawings and speculations about finds, and descriptions of everyday archaeological life – landrover breakdowns, dysentry and so on. Expedition accounts are kept. Large detailed maps by the children on the classroom walls, and lists of key words, show the range of the work.

Besides obvious words like sarcophagus and hieroglyph, one list included Faience, Scarab, Mastabi, Stela, and Cartouche. Tremendous whoops go up when one of the archaeological team makes a new find, and children crowd round. The reference books in the classroom seem to come from public libraries all over East Anglia and the South East. Great Gidding parents work over a far-flung area, and were clearly made to work on Egypt in their lunch breaks.

Ian Whitlington, the teaching head, wrote the two archaeological programs for his Tandy TRS 80. Saqqara has now been published by Cambridgeshire Software, with versions for the Pet, Apple and Tandy and one planned for the BBC micro. Amarna is still in the development stage. He drew in Professor Harry Smith, Professor of Egyptology at University College, London, to ensure authenticity.

Groups of children do a day's "dig" on the computer. To begin with, they must decide how many workers to hire, and work out a strategy to search the site, and any tombs or monuments they may find. When they find a tomb the computer gives them a grid, in the several levels, then a report on the square they choose to search, telling them they met brickwork, or a chamber perhaps.

If they make a "find", children are given a picture of the wall painting, or inscription, or whatever was found in that part of the site, and get to work on investigating its significance. As in real life, finds can come in any order, or be missed altogether because of bad luck or poor strategy.

Reading the children's records of their "digs" it all seems very real. One group, working on the day after President Sadat was assassinated, even recorded how upset the locals were when they heard the news.

Mr Whittington believes this kind of computer simulation has several spinoffs, quite apart from the obvious stimulus for imaginative and descriptive writing, maths, map work, and history. "The children engage in academic speculation based on their own experience and knowledge," he says. "They use reference books in a realistic manner to find out things they really want to know."

He believes they get a much truer sense of what history is about than they would with ordinary historical topic work. They realize that historical knowledge is something that is always changing. "Children should learn history by drawing it, discovering it, observing small things to learn about large ones."

The teacher becomes a colleague and adviser, rather than the source and controller of everything that happens in the classroom, and it's easier to get children relying on their own intellect. "We have to very careful when people talk about computers motivating children," says Mr Whittington. "The motivation should come form interest in the content – not from the fun of pressing buttons."

Anything extra . . . they'd be away.

Quarry Bank 1851

Sixteen children aged 10 to 13 from schools round Quarry Bank in the West Midlands have discovered that in Quarry Bank, at least, life in 1851 wasn't as hard as Victorian myths might suggest. No woman worked down a mine, and only one child under 14.

A few miners had a servant in the family. A lot of children were at school, including 68 per cent of three to five-year-olds. "The place has got, like, a history to it now. Before it was just a dot on the map" said one girl.

The children were taking part in what started as a "gifted child" project, and ended as an "able child" one. "We found it hard to decide what a "gifted" historian was – we settled for children who were bright and very interested in history", said Graham Nunn, head of Mount Pleasant primary school. Most of them, he said, were "children who if you did anything extra – science, maths, drama, they'd be away."

They had six after-school sessions, lasting an hour and a half, using data from the three local enumerator districts of the 1851 census. Shiela Screen, a technician at the local teachers' centre, had put the data onto a Commodore Pet, so children could retrieve it fast. "Without the computer it would have taken *weeks* to sort out", said one boy.

The children also had a good local land use map, done by William Fowler in 1841, and, considering the shortness of the project, produced an impressive array of maps, graphs, statistics and writing.

Next year they are planning a more elaborate project, with work spread out over two terms and with extra data from the 1871 census, and the chance to compare data from a Suffolk village computerized by the Hertfordshire computer advisory team.

This year's children were full of ideas for further investigations – women workers, shopkeepers . . . "It was much better than the topic work we do at school", said one child.

Balancing act

Chineham Park junior school, in Basingstoke, launched into the computer business early last year, with two Commodore Pets. Since then they have invested in disc drives and a printer (and, when it finally comes, a BBC machine.)

I spent a holiday morning with Nancy Englefield, the deputy head, looking at some of the bread-and-butter programs she found useful with top juniors. The school has taken an eclectic approach, amassing software from wherever they could lay their hands on it, and learning from experience which programs seem genuinely useful in classrooms.

One, which Mrs Englefield is prepared to leave a pair of children with for a morning if it seems productive, was a puzzle – ten identical looking cubes, with one of them heavier or lighter than the rest. The problem: to identify the odd one out, and discover whether it is heavier or lighter than the rest, in just three weighings.

"You see – it's making you think" said Mrs Englefield as I grappled with the problem, and balances on the computer screen tilted one way or the other to demonstrate the results of each test weighing. "We never leave children alone enough, giving them time to think. Instead we fill their time with stupid activities."

Other mathematical programs got children estimating fractions (one had terrific supportive messages as well as visual effects: "My circuits are spinning".) A straightforward one which helps children with place value, demonstrating the carrying of tens, is apparantly very useful if a child is at a particular stage or has a particular block.

"With the carrying one, I would sit with a child while they're doing it", said Mrs Englefield. She believes one great advantage of this kind of program is that it repeats its demonstration of a concept endlessly, in an unvarying way. Many people keep trying to find new ways of explaining when a child is stuck – and end up causing worse confusion.

"Children are much less worried if the machine tells them they're wrong. There's no confrontation between teacher and child". This view – of computers acting as disinterested brokers between teachers and children, allowing the teachers to act visibly on the side of the child – often comes up, when talking to primary teachers.

Other programs inevitably tested spellings and presented language games. A geography quiz has been written to cover a wide local area for Hampshire children. Ordinary hobbyist "adventure" games, with magic words and words and sneakers, apparently are very good for encouraging thinking and good talk.

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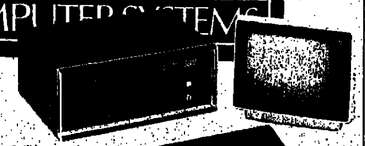

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Following the language lab

continued from p.44

should intergalactic invaders and the like have all the best programs?)

All this encourages a welcome shift of emphasis away from the teacher towards learner-based education, and also to cooperative learning, since it is clear that in the appropriate circumstances even better results can be obtained by having two or more learners per terminal working together or in competition.

In addition, the computer can be programmed to monitor student progress, to feed information back to the teacher in order to allow better courseware development and to pinpoint areas of particular difficulty for the learner.

It is well-nigh impossible in a few column inches to do more than hint at some of the possibilities and problems that lie ahead for CALL, but I feel that it has been sufficiently clearly demonstrated (not least to the satisfaction of CET and CILT) that there is a huge potential for the computer in certain well-chosen areas of language learning.

The problem is how to ride the tiger, how to ensure that, both nationally and locally, those who hold the purse strings should be persuaded to release funds and provide teacher secondment in order to ensure that the potential is harnessed in the proper manner, and to enable development to remain in the hands of the practitioners rather than entirely under the control of commercial manufacturers, some of whose products range from the awful to the unspeakable.

There is also the opposite, but equal, danger of an excess of enthusiasm based on a dangerously little amount of learning. The siren voices from the High Street micro shop lure the unsuspecting into the conviction that a few hours' study of BASIC will teach them everything about computer programming.

It is easy to make early and rapid progress with BASIC, but it is a language hopelessly ill-adapted to the acquisition of proper programming techniques, especially in text handling, and the management of disk files. There is no short cut to a real understanding of microcomputers, and, equally importantly, a moderate knowledge of one programming language will not enable the teacher to acquire automatically an entirely new set of necessary skills; namely, the proper techniques for designing CALL exercises, and the manner of their presentation (the fascinating but little explored area of software psychology).

extra

Computer diary continued

User unfriendly message.

Animated horses

I happened to hear that Portway comprehensive in Bristol was having a 24-hour computer work-in. Good chance to look at a flourishing example of secondary computer studies, I thought, and went along. 16 hours in, one or two fourth and fifth years were slumped in chairs or stretched out on window ledges, taking forty winks. But others were still eagerly waiting for their turn on the computer room's seven micros (five of them new BBC machines, delivered a week earlier in the nick of time for pupils to try out O-level and CSE projects).

Chris Gearing, a fifth year, was working on an extremely complicated steam engine simulation, with numbers and dials flickering on the screen. Neil Dunn had almost finished his steeplechase betting game – clever little animated horses hopping over fences, and a neat cheque printed out with your name and winnings when you stopped playing.

Steve Ford was starting again typing in a sailing simulation – you had to take a boat across the channel, avoiding the ferries. Like other pupils, he'd lost it when trying to save the program at midnight. Others were doing more conventional dice games, estate agents' lists, decorating packages (feed in dimensions, windows etc and it told you how many litres of paint or metres or wallpaper you'd need).

Some CSE pupils were just starting – PRINT "ABISMAL RESULT UNGRADED FAIL" went one user unfriendly error message. The computer room in contrast, was very friendly and domestic looking, scattered with Mars bars and plants.

Three teachers – mathematicians, Pete West and Paul Mobey and electronics and physics teacher, Geoff Webb, keep the room open virtually from dawn to dusk – until 6 on Mondays and Thursdays and until nine or Tuesdays and Wednesdays.

It also uses a DRG business computer for administration: "We're now past the stage where it takes up as much time as it saves" said the head, John Larkins. So far other subjects haven't had a look in on the computers – with three sets of pupils a year taking computer studies, and a computer controlled satellite tracking station being developed, there has been no chance.

During the work-in, when they couldn't get at the keyboards, the fifth year kids were busy working on program documentation and flowcharts for their exam projects. The teachers feel that the exam gives far too much weight to documentation (writing up the project) and too little to the actual quality of the program.

Kids do the flowcharts, which are supposed to come first, last of all, as a chore. "It's no trouble writing a series of IF . . . THEN statements on the machine, but takes forever on a flowchart", said Geoff Webb.

With pupils getting more sophisticated at techniques such as animation, and the potential of the new BBC machines for colour, sound and graphics, the teachers are also beginning how to alert the exam board to a program's quality. Video can be submitted as well as still photographs – but it's expensive and laborious to produce.

"The boards have got to trust our judgment anyway – they should trust us more," said Geoff Webb.

Design features

Simon Gordon, a 17 year old pupil at South East Essex VI form college, comments on the BBC microcomputer

I am a 17-year-old student in the first year of my A level studies at a sixth form college. For about four years I have used PETs and recently an RML 380Z as well. The college has six PETs (two for office use only) some with discs and printers, and one 380Z running off cassette. In this year's DOI competion we won a 380Z with discs and monitor (not a star prize) for which we are waiting. We have ordered another 380Z on the governments half price scheme. In last year's DOI competition we won a BBC model A (now worth £299) and on the basis of this we have ordered five more model As and one model B (worth £399). Also my father has a model B with cassette and colour monitor.

The computer's design has clearly been thought out very carefully. In the last four years I have handled many computers and find the style of keyboard very important. The BBC micro's keyboard is one of the best I have met so far. The keys are finished with a slightly rough, silky texture making them both non-slippery and non-plastic in feel. Unlike many keyboards the keys have a long travel but they need only be pushed a quarter of the way before they register and all keys have auto repeat which makes editing much simpler, if it is too fast or slow two simple commands alter the speed of repeat and delay before repeat.

The layout is fairly standard but without a separate numeric keypad which is a nuisance at first. The only problem is that in mode seven (as when you turn it on) a few keys give different characters to those shown on the key. However, this is necessary for complete Teletex compatability and the characters in question are of little significance anyway.

The extra keys are four cursor keys and a copy key used for editing, ten user definable keys (f0–f9), an escape key to stop a program when it is running, and a break key to reset the machine (OLD the opposite of NEW, must be typed to regain the program). Editing is different from that on PETs but very powerful. The user keys can print up and execute any command such as RUN or list etc.

The computer comes with a TV lead (not one for a monitor) and a cassette lead on to which you must attach the appropriate plugs. There is also a WELCOME cassette with some programs which demonstrate some of the machines capabilities very well, but which unfortunately is very poorly written.

In addition you receive a small booklet which tells you how to set up the micro and use the provided cassette and a user guide; this is only provisional (the new one is some 500 pages long) but is very good. It does not teach you BASIC but explains to great detail every instruction (at least one page per word) and is therfore of little use to the absolute beginner.

Unlike the PET the computer does not have its own TV screen which means, it is light to carry and as most departments have access to a TV, or monitor it is not a drawback. So far we have obtained good pictures on black and white and colour TVs and monitors.

A monitor is only needed to read text in the eighty character per line modes (the model B only). Forty characters is very readable but the modes giving only twenty characters per line are not suitable for any quantity of text. At college we will be using £50 black and white TVs most of the time but hope to have one colour monitor for certain demonstration programs.

We tend to keep the most expanded computer of each make together with a printer for this purpose and for writing software of any size and leave the rest free for any one to use.

You can use your own cassette machine. Although the BBC provide one for £29.90 I would recommend the purchase of a £20–£30 one from a shop which will be of much better quality. Programs are saved/loaded at 1200 bauds which is very fast and reliable. It is in fact the best cassette operating system I have ever used.

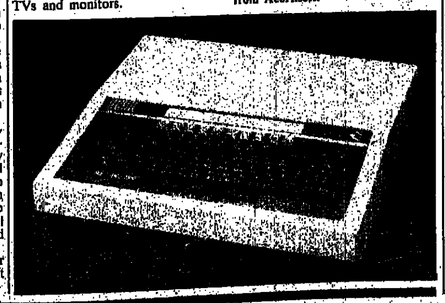
One of the most important features is the BASIC used by the machine. It is very powerful with many extra commands which are simple to use. As well as FOR NEXT loops there is a REPEAT UNTIL loop over which one has more control. The IF . . . THEN . . . ELSE statement is included and can avoid ugly nests of GOTOs. Instead of GOSUBs one can use PROC (a procedure) in which variables can be local (ie invisible to the rest of the program). These statements along with many others make programming very simple, readable, and encourage good habits.

One of the very important features, in getting students to use the micro, is the graphics/sound capability. Some very interesting effects can be achieved with only a few lines of code on the BBC micro.

With the external ports the computer can be used to monitor experiments in physics or chemistry, noting temperatures, drawing a graph of the results, allowing experiments which are too fast or complicated to be studied closely under normal conditions to be used to great effect. A Ceefax adaptor can be purchased in which case the computer can be programmed to read off data from teletext pages such as the stock market share prices and analyse the results, showing graphs of trends; the student can then look at other pages of information to try and work out why the trends are as they are.

With just a set of five or ten BBC micros, both model As and Bs depending on the exact intended use, students could use the micros and all departments could benefit in different ways. We did a study of both students and teachers (using a micro to analyse the results) and found the interest was there. Over two thirds of our questionaires, some 700, were returned and showed that some 80 to 90 per cent of people would use the facilities if they could.

The BBC microcomputer and accompanying disc drive will be fully reviewed on the Resources page on June 18. There will also be a discussion of some of the software available from Acornsoft.



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extra

Machine learning

A. Storey on the use of hand-held microelectronic aids with maladjusted pupils

Furrowfield is a day and residential school in Gateshead with about fifty maladjusted boys between the ages of nine and 16. The philosophy is similar to that advocated by Ainscow and Tweedie in their book *Preventing Classroom Failure*. It is an approach which has been gradually developed during the five years that the school has been open and now permeates the whole of the core curriculum.

On entrance to the school each child is carefully assessed as to his existing academic standards and an individual schedule is prescribed so that, hopefully, he will no longer encounter failure in the learning of basic subjects. Machine-assisted learning which was instigated in May 1980 has become an integral part of almost every child's schedule.

Inexpensive microelectronic aids – Spelling B, Dataman, Little Professor, Speak and Spell and Speak and Maths – are programmed with basic maths and English vocabulary and housed in a special resources room which accommodates five or six children.

Each child who needs it has a twenty-minute machine lesson every day and his learning is supervised by one teacher-in-charge. This teacher has carefully programmed the machines so that the learning is structured in a logical, developmentally appropriate manner. The "Furrowfield School Programme for Texas Instruments" is in print and available from the school.

David Moseley, Reader in Applied Psychology, School of Education, University of Newcastle upon Tyne, who monitored the project, found that the quantity of written language work doubled in the 12 months following the institution of the Spelling B microelecronic aids. During this period the average rate of progress in spelling has been two months in spelling age per month.

Clearly, this rate of gain cannot be attributed solely to the use of the machines, but it does show what can be achieved by means of a curriculum which allows for individual rates of progress through a network of behavioural objectives, with all pupils enjoying a high success rate and having immediate or nearly immediate feedback.

Observations of "time on task" have consistently shown an engagement rate of over 90%, and there are many case examples to demonstrate that pupils have been able to use their newly acquired skills to express themselves more fluently in creative writing, to generate and to solve mathematical problems and to master the use of an electronic calculator.

More recently we have looked at the psychological effects of using the microelectronic aids. Twenty-three children, all of whom were interviewed separately, were involved, together with six teachers who filled in questionnaires.

Teachers felt that the machines offered certain direct benefits. They not only appreciated the extra time that could be given to the children who remained in their classrooms during machine lessons, but they also recognized the machines as an alternative teaching aid giving extra practice in such a way that enthusiasm was maintained and possible frustrations eliminated. Very basic material which older children may have regarded as childish and "beneath their dignity" is presented in a way acceptable to them.

While the teachers could not identify in precise terms what child benefits could be attributed to these microelectronic aids they felt that attitudes to work had improved and efficiency increased and also that "extra learning" was taking place. Machine-assisted learning had identified the strengths and weaknesses of some children which had not formerly been recognized.

The pupils liked this way of learning and felt that their basic skills had improved. Some suggested that the presentation of data was particularly clear and that the use of microelectronic aids reduced anxiety. Apart from one child, everyone interviewed liked machine learning and its popularity compared very favourably with other lessons. In fact it was the most popular lesson of the week. Pupils' reasons for liking it were as varied as is human nature itself – helpful, different, new, stimulating, fun and easy were only some of the explanations given, though "helpful" did come top.

It ought to be said perhaps that the investigation into teacher and pupil attitudes, although formally organized was informally executed in that the value of individual opinions was stressed, questions were entirely open ended, and the interviewer, myself that is, was not a member of the school staff but simply a visitor wanting to understand some of the processes which contributed to the overall well-being of the school. Obviously machine-assisted learning was just one contributory factor among many. Others that became obvious were:

- Excellent teacher-pupil relationships where role distance is maintained and expectations of behaviour are entirely predictable.
- Good teachers who combine enthusiasm for their subjects with caring child-centred attitudes so that one's impression is of children and teachers who actually enjoy what they are doing.
- A continuous evaluation of learning assisted by accurate record-keeping and a structured reassessment of skills learned.
- A highly structured curriculum content which is subjected to lively criticism and forward planning where the aim is to improve existing standards.

This last part is exemplified in the attitude to machine learning. It is popular, it *does* work and yet both teachers and pupils recognize that there is room for improvement. It is planned to improve its integration with existing classwork, and schemes have already been drawn up to align the behavioural objectives in the classroom more closely with the machine objectives. In addition the school recently won a 380Z in the Department of Industry's computer competition. This will augment the existing microelectronic aids so that academically more advanced pupils who no longer need their support can continue with this, to them, intriguing way of learning.

Furrowfield then is a school where the sceptics of both child-centred and behaviourally oriented educational methods would be reassured. Educational psychologists, teaching staff, care staff and pupils alike work together to improve academic standards whose "side effects" include improved self-confidence, improved social relationships, and improved future prospects. Hand-held microelectronic aids have become an integral part of this system.

Computing and typing

Video-Typer
£49.50
Disc-Master Directory Database
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Systemise Ltd, 36 Trinity Road, London SW17 7RE

With the growth of the use of computers in schools there is likely to be an increase in the number of pupils and teachers who wish to improve their keyboard skills.

Many people will want to teach the necessary skills using the new technology rather than manual typewriters. Although current equipment is more expensive than a robust typewriter, this will change in the near future with the advent of cheap computers with large memory. Then the machine will have the advantage of giving instant feedback, controlled progression and good marking and record keeping facilities.

Video-Typer is a program which runs on any disc based 48K CP/M system, for example Research Machines's 380Z.

The program is self-contained in that it does not have a manual, teaching notes or external storage requirements. As a result, it is very robust and easy to use once loaded.

The program allows the user either to set skill, speed and accuracy levels or to allow them to be adjusted automatically as progress is made. The move from exercise to exercise can follow the successful completion of previous exercises or be enabled by user choice. Corrections can be made on the screen and any exercise can be terminated at any point.

The screen always shows the keyboard, which can be configured to exactly match any actual keyboard. The simplest activity is typing keys and seeing them displayed on the screen. This is designed to encourage the user to look at the screen rather than at the keyboard. There is a simple game in which keys are highlighted and the user has to press the correct key. At the end of the game a score for speed and accuracy is given.

The exercises involve typing lines based on series of keys such as the home keys or the numerals, or typing four line paragraphs. In marking, greater weighting is given to accuracy than speed. The one line exercises are easy to change but not the paragraphs.

This is a pleasantly designed, easy to use program for the person who wants to improve typing skills. It is not adequate for examination candidates who would find the Program Yourself materials more suitable.

Schools which use their microcomputer for teaching, administration and word processing soon find that a system of filing and cataloguing discs is essential. The Disc-Master Directory Database allows the whole process to be automated for CP/M systems. The program is simple to use by following the two pages of instructions which explain how to create and interrogate the database of programs and files.

The program makes use of the CP/M utility SUBMIT which must be copied onto the directory disc. After that, creating or updating directory entries relies on a simple one line instruction.

The directory can be searched for individual files or strings within file names, or the asterisk and question mark conventions of CP/M can be used. The whole file can also be listed using a simple command and the results can either be displayed on the screen or sent to the printer.

This program is invaluable for any CP/M user who needs to catalogue files. By using sensible naming conventions and some well organized storage, it becomes possible for a school microcomputer to be a true provider of resources.

Paul McGee

extra

Synthetic speech

Jack Cross on the OU's talking computer

Computer assisted learning plays an important part in the Open University's provision for distant teaching. Local study centres and summer schools provide terminals connected by teletype to three DEC-20 mainframes at Milton Keynes; summer schools offer experience on a wide range of microcomputers and these are becoming increasingly available for home use. Over 40 per cent of OU courses encourage (where they don't actively require) students to use the machines for data-handling, programming, stimulations and even tutorials.

Blind students, of whom there are about 250, are not excluded from such activities but they do, of course, have special difficulties which are not easy to surmount. The options open to them are rarely very satisfactory. A sighted colleague can be enlisted to read off from the VDU but the drawbacks of this are only too obvious.

There is a device called the Optacon which translates visual information into tactile signals by means of a touch pad containing vibrating pins but this brings in an extra, intrusive, discipline and the use of fingers which ought to be engaged with the console. Furthermore, it costs something like £2,500 and a Braille terminal £4,500; this kind of expenditure falls outside the financial range both of the University and most of its students.

Little wonder, then, that those of them with impaired sight tend to avoid courses which demand a significant amount of computer use and that hardly any take programming courses even though, as the Royal National Institution for the Blind has found, they have often developed the *kind* of memory and learning power as well as touch-typing skills which are needed by expert operators and programmers.

Dr Tom Vincent, of the Open University's Manchester Regional Office, has, since 1980, been looking for ways of developing an inexpensive talking computer to help blind students. "It's been easy enough for some time to get a computer to talk, even to talk sense, but at a price . . . an IBM model designed to train professional programmers costs over £4,000." By hitching a cheap, commercially-available voice synthesizer to a standard micro he has achieved his target of producing a unit costing less than £700.

He first used it to develop three kinds of software. There is a program designed to inculcate "keyboard awareness" by allowing the blind student to search through the keys at random (later, in response to spoken requests, to seek out particular ones) with the computer using its voice to direct and respond to his activities. Other software allows the machine to be used for advanced scientific calculations. The computer as a data-retrieval device is exemplified by an interactive program which guides the student in a search through the complex maze of courses offered in the OU Conditional Registration form.

From the beginning, the involvement of blind students helped to highlight the kind of problems which had to be tackled. The use of an unmodified keyboard meant that mistakes had to be expected; programs had to inform the operator and also guard against invalid or incorrect entries. Listening to speech is necessarily slower than visual scanning; the number of key entries had to be kept to a minimum and spoken repetition available on demand.

Once such bugs had been overcome, the students were naturally keen to write their own programs. At the time the available technology (a Tandy synthesizer) could only produce a decent spoken quality for a limited, predictable, pre-program able vocabulary (on the principle employed by teaching machines like "Speak and Spell"). "But we always knew that it would only be a matter of time before there would be small and reasonably-priced devices which could translate any text into speech", said Tom Vincent.

It was, in fact, as early as May 1981 when the American VOTRAX synthesizer appeared on the scene. This, by fitting together phonemes (essentially syllables) on a speech-by-rule basis, can handle an unlimited vocabulary; it enables students to input anything in BASIC and hear the results.

The modified BASIC interpreter which is currently undergoing trials incorporates several sophisticated sub-routines which adapt the machine to meet the special needs of the blind user. It can, for instance, distinguish a slow typist – for whom it reads back each character – from an expert who wants it to hold its tongue until his hands are lifted from the keyboard. Dr Vincent finds that they don't need as much speech as you would think. "We're not at all in the business of talking books."

A big step is going to be the provision of software which will allow people working at home to use a microcomputer as an intelligent terminal to the OU mainframe; the speech facility will give blind students access to the kind of programs already available to their sighted colleagues. Preliminary trials are shortly going to take place in the homes of several students.

Clearly the results of this work have wider applications than in the field of university education. The Government Microelectronics Programme (MEP) and Department of Industry have given Dr Vincent's team a grant of £24,941 to explore how microcomputers (specifically the RM 380Z and the BBC model), can be of service in schools and colleges for the blind.

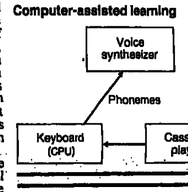
There appear to be four promising lines of development.

- Teaching blind pupils how to program in BASIC is an extension of work already being carried out by the OU and bodies associated with the RNIB; the new systems will be available in a month or so.
- The devices can be used in the teaching of Braille. By operating a Perkins Brailler (an old but much favoured machine) the young pupil can hear what letter is produced by the key he presses; an ordinary VDU enables a sighted tutor to monitor progress. The system works perfectly and is available now.
- The team is exploring the possibility of developing CAL packages in a variety of academic subjects. Some of these may be adapted from existing software but the contemporary tendency to favour graphics-based programs means that many will have to be specially composed.
- They are also looking into ways of helping teachers to write their own programs with speech output. This will entail providing them with dictionary/translation programs.

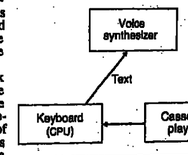
The research unit confidently believes that all this should be achieved by early 1983.

Synthetic speech is not particularly new. Nor is the training of the blind to use computers; the RNIB considers this an important part of its work. But every eductional remit these days his cost-consciousness built into it. Perhaps the most important aspect of Dr Vincent's work has been the way he has risen to this challenge and created a valuable communications device, built out of inexpensive standard components, which a large number of educational institutions will be able to afford.

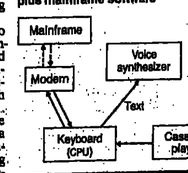
Computer-assisted learning



Computer-assisted learning and programming (BASIC)



Computer-assisted learning and programming (BASIC) plus mainframe software



Computers in control

by Bryan Spielman

A recent three day gathering on microprocessors in schools at Eton college showed a side of the micro about which we are likely to hear more in the coming months.

The subject was the use of microcomputers for *control* applications. This means microcomputers with muscles; they make things happen. They make kettles boil, lights go on and off, vehicles move about the room picking objects up and putting them down. They operate model car parks, lathes, science apparatus. The feeding in of input is not confined to typing it on a keyboard but can come direct from sensing devices which respond to temperature, pressure, electrical potential and speech.

The possibilities demonstrated were impressive. Standard science experiments can be conducted with a graph of the results being plotted by computer while the investigated phenomenon is actually taking place. The micro can be set up to serve as oscilloscope, geiger counter, signal generator, spectrum analyzer, accelerometer, and in general to take over the jobs of a whole store-room of devices.

The conference was a sequel to one held at Welbeck College in March 1981 which had derived from the work of the Microelectronics Group of the South East Forum, the SATRO in Sussex.

South East Forum have themselves published two reports to date which, together with some other useful documents, can be obtained by sending £1 to Joseph K. Wilkinson, Cardinal Newman School, Upper Drive Hove, BN3 6ND. *Electronic Systems News*, which is dedicated to the covering of electronics in secondary schools, is published by the Institution of Electrical Engineers, Savoy Place, London WC2 0BL. MEP can provide enquirers with help and information, as can MUSE (Microcomputer Users In Education), Freepost, Bromsgrove, Worcestershire, B61 7BR, while its journal *Computers in Schools* often contains descriptions of control projects. Most county advisers on computing are well placed to help schools get started.

Most computers found in schools – Pet, Apple, RML 380Z, – can be used for control purposes once you know how but, interestingly, so too can the littlest computers, notably the Sinclair ZX81.

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'Interpretation, negotiation are human'

Phil Odor on the limitations of educational technology in industrial retraining

The Bow group recently published a paper by Philip Virgo called *Learning for Change: Training, Retraining and Lifelong Education for Multocareer Lives*. In this Virgo proposes some radical changes to education and training which are based on a model of a society needing a workforce amenable to drastic retraining at several stages in their careers, together with a view of how privatized educational technology harnessed to distance learning methods could provide such a massive educational effort within the means of government.

Here are some quotations from *Learning for Change* which give a flavour of Virgo's hopes, plans and proposals:

"The school leavers would be prepared for the currently fashionable jobs and for those jobs requiring rapid learning or geographic mobility. As the individuals mature and seek to settle down they would retrain for a more stable executive or managerial career. Social careers, such as education or caring for others would be reserved for those with experience of all the vicissitudes of life.

"A major shift in resources away from the 14 to 21 examination treadmill will be required as well as a massive shift from non-vocational to vocational education and from "offering" courses to meeting demands.

On the efficacy of packaged materials –

"At the simplest level, audio visual techniques enable the best lecturer or demonstrator to address an audience of thousands rather than a few dozen. A good video is very much more effective than an average teacher in one-way communication such as a lecture."

And on computer aided learning –

"Good packages speed the assimilation of knowledge and understanding, facilitate the practice of techniques and of recall. They can also make formal examinations and the associated trauma unnecessary by testing the student's understanding at each stage before he can move onto the next.

"Learning can also take place at the student's convenience; his choice of time, place and pace."

On the costs of packages –

"Packages are labour intensive to specify and prepare and require much planning and discipline to assemble and test. 150 man hours to produce a single course hour is one current rule of thumb for packages with limited visual content. If video material is to be integrated into the package the labour content could easily treble or quadruple.

"However, two years and a million or so pounds to assemble quality packages which can then be mass produced on discs or transmitted over the air or down phone lines, is a lot faster and cheaper than retraining several thousand teachers over a decade or two. The result is greater understanding and more enjoyable learning on the part of the student and less need for large expensive school buildings with complicated timetables, rather than fewer teachers."

and on the roles of the teachers –

"The role of the teacher will change, the preparation of material will largely become divorced from its delivery, many teachers will earn more from royalties on packages they've helped assemble than from their direct salaries, but overall, many more jobs will be created."

And, confusingly:

"Free from the pressure to prepare material to deliver to a timetable, the teacher can act as a tutor rather than a lecturer, advising which sources of information the individual student would find most helpful or relevant: videos, books, computer-based simulators, and so on."

It might be thought that Virgo is addressing problems in education in its widest sense. However, his introduction has this to say about education and specifically industrial retraining.

"This is all the more important since our education systems appear incapable of supplying the skills currently in demand, let alone new ones."

"But our training facilities are far too thin on the ground. We need packaged course material for mass delivery but no commercial organization will invest money in developing such material when it will be pirated as soon as it is supplied."

And this as part of his expectations of it –

"The basic commercial skills of running a business are needed by more than one in eight of the population. Their current absence from the curriculum condemns the school leaver to servitude, unemployment or, at best, several wasted years learning for himself what he should have been taught at school. If education is truly a preparation for life, their absence cannot be defended outside a communist society."

The technological foundations of this radical act of faith are shaky, because Virgo has failed to take account of a vital fact. There are *two* kinds of educational technology, which could be described as the technology of education, and the use of technology in education.

Technology in education is seductively visible, tangible and superficially available. The use of computers in the classroom, video and audio aids for learning and teaching, and self-teaching packages all make this aspect of technology easy to identify.

The seduction of teachers and learners into believing that these purchasable commodities are all there is to educational technology is easily within the scope of advertising machinery and enthusiastic media, precisely because of the focus on products such as bits of hardware or impressive programs. However, the superficiality of much of this technology is due to two interrelated issues, each associated with our much weaker understanding of the technology of education.

Firstly, to make the hardware work for us, we have to understand the processes of teaching very well indeed. We have to have prescriptions for handling learners with different learning styles (including prescriptions for identifying them in the first place), at different ability levels, with different personalities and motivations and of different backgrounds.

In other words, we need a well formed and effective technology *of* education. We are making some progress in this field, but each step made uncovers more complexity, and with each step there is a growing realization that the good teacher is flexible and responsive to cues from her charges in many more ways than was previously realized.

Paradoxically, much of this awareness comes from trying to make concrete our current knowledge through the creation of teaching programs, particularly those classical computer aided learning packages which have tempted policy makers into thinking that, as with expert systems, they can replace the current human practitioner with mechanical equivalents. The fallaciousness of this has now been demonstrated time and again.

Whenever a program writer has gone beyond writing simple drill and skill exercises, into more complex expositions which embody subtle plans to cope with individual differences in learning, a combinational explosion of complexity in the product rears up and engulfs the designer.

Even the poorest teacher builds a mental image of a learner which is staggering in its complexity, based on observation of attitudes, social behaviour, comments from other teachers, and a hundred other indicators. In contrast, all a computer has is a single, slow set of disembodied characters appearing across a keyboard, whose interpretation critically depends on whether the machine's program has guessed right about what material it ought to be currently presenting. Yet the tactical accuracy of such programs depends solely on these cues.

All of this may go some way to explaining why computer aided learning has swung away from such prescriptive methods to those involving more social interaction: model building, simulation, gaming and free information retrieval. Teachers and learners have found that in this way they have achieved a better control over the dynamics of learning, and many new techniques are emerging. What is more, a given package, say for model building, can be used with different guidance in many ways and at many levels: sometimes the same materials can be used in different topics because the *interpretation and negotiation are human*.

Imagine that we could only produce software for the kind of interactive computer aided learning which expected no teachers to be present. What sort of potential market would there be for producing such material?

The answer of course is that the potential number of products is huge. We need to cover all the aspects of the curriculum, in ways which satisfy all the multifarious learning styles, at ability levels from remedial to gifted learner. This sounds exciting at first: if one has any package at all to throw on such a market, it is almost certain to find its own target.

But wait a moment. What happens in the future? Suppose that by some gargantuan effort, one curriculum area has enough software written for it totally to satisfy the needs of those planning a distance learning course predominantly taught in this way. What would it all cost to buy? How could the producers of this style of program be adequately rewarded?

Extend the idea to 15,000 hours of schooling. How could the education system, let alone the individual, possibly afford to buy the complete works? Remember on current estimates it costs between 100 to 200 work hours to produce a barely tolerable computer aided learning program capable of holding a pupil's attention for around an hour.

One last point to ponder is this. A teacher can change a course to suit new needs very quickly – by changing a recommended book, by incorporating new material into existing lessons, by demanding new analyses from learners when a novel situation demands it. And all this flexibility is cheap.

On the other hand, packaged materials can be awfully slow to change – especially those involving reprogramming, or the incorporation of new video material into existing structures. What is more, the costs are greater, involving re-purchase of materials. The result overall is that curriculum innovation is slower when based on prewritten materials than when human teachers are employed.

Finally, there will be a growing public awareness about alternative styles of computer aided learning. Comparisons will be made between systems which seek to provide information, teaching tactics and assessment techniques entirely within the package against those which emphasize the flexibility and tactical superiority of learner and teacher control of the learning experience. This will produce a different kind of market pull: back towards the need for human contact.

I will leave others to show why this kind of three-quarter, symbiotic learning cannot be accommodated in the same model as the one in the Bow Paper. All I want to establish is this: that the paper is an act of faith rather than an accurate analysis of possibilities. One should never rely on acts of faith about any salvation which is to come from technology when the technology concerned is both poorly understood, and moving in a different direction to that envisaged.

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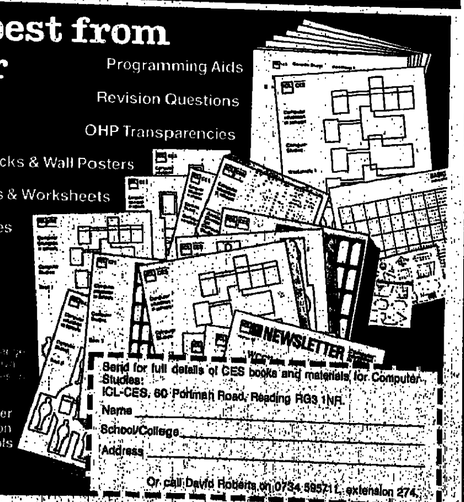

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Further details & application form may be obtained from the Head Teacher, North View, Shirehill.
S.A.E. please. Downend School is a new 11 - 16 years co-educational County Secondary School and will be opening in September 1983 on the amalgamation of the present Page Girls and Stockwell Hill Schools. (40335) 130098

LEICESTERSHIRE
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester
In the Leicestershire plan for the re-organisation of secondary education. 14 - 16 ROLL TO10
COMPUTER STUDIES - SCALE 1.
Required August, an enthusiastic teacher of computer studies to CSE and 'O' level primarily in the Upper School and to assist in the development of computer studies throughout the curriculum. There should be opportunities to teach 'A' level Computer Studies in the future. Some teaching in another subject is expected.
Further details from the Head of Maths. Apply immediately by letter giving full details of qualifications and experience and names and addresses of two referees (s.a.e.). (61848) 131822

ESSEX
THE HARWICH SCHOOL
(Roll 1300) Forms 1 to 11-18
Hall Lane, Dovercourt, Harwich
Tel: Harwich 6872.
COMPUTER ECONOMICS. SCALE 1
Required September, a well qualified teacher of Economics and Computer Studies to 'O' level. The ability to offer Commerce or History would be an advantage. The post will involve more Economics than Geography. The Economics and Politics department teaches 'A' level Economics and Politics (10 groups). British Industry Society (a continuous assessment 'O' level/CSE course) and an introductory course of Economics to the Third Year. Ability to offer some Politics could be an advantage. The Geography classes will be up to and including 'O' level.
Applications with full curriculum vitae to the Headmaster by letter to be received not later than two referees. (39814)

Scale 1 Posts

BERKSHIRE
ST. BARTHOLOMEW'S SCHOOL
Andover Road, Newbury, Berks.
N.O.R. 1610 (600 in 6th form) (comprehensive).
Required September, 1983, ECONOMICS TEACHER (Scale 1), large department offers variety of examination courses.
Application with personal details and references to Headmaster (see required). Closing date June 14. Berkshire County Council is an equal opportunity employer. (39965) 130924

CUMBRIA
COUNTY COUNCIL
ULVERSTON VICTORIA HIGH SCHOOL
Springfield Road, Ulverston
(Mixed comprehensive, 11 - 18 yrs 1180 on Roll; 240 in 6th form)
Required for September, 1983 a scale 1 Teacher of Economics. Applications welcome from newly qualified or experienced teachers. Courses to GCE, CSE and 'O' level. Strong 6th Form subject.
Further details (see please) from Head Teacher to whom letter of application should be sent within 2 weeks of this advertisement) giving experience c.v. and names and addresses of 2 referees. (61844) 130228

ESSEX
THE HARWICH SCHOOL
(Roll 1300) Forms 1 to 11-18
Hall Lane, Dovercourt, Harwich
Tel: Harwich 6872.
ECONOMICS. SCALE 1
Required September, a well qualified teacher of Economics and Computer Studies to offer Commerce or History would be an advantage. The post will involve more Economics than Geography. An ideal first appointment.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e.). (61782) 130228

HAVERING
THE LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided 6. F.E.
Mixed.
Scale 1 Graduate Teacher of Economics and Geography. The post will involve more Economics than Geography. The large Economics and Politics department teaches 'A' level Economics and Politics (10 groups). British Industry Society (a continuous assessment 'O' level/CSE course) and an introductory course of Economics to the Third Year. Ability to offer some Politics could be an advantage. The Geography classes will be up to and including 'O' level.
Applications with full curriculum vitae to the Headmaster by letter to be received not later than two referees. (39814)

Scale 2 Posts and above

LINCOLNSHIRE
DE ASTON SCHOOL
Market Rasen
Roll 1,000 including 180 Vth Form
Mixed Comprehensive 11-19
Required for September, 1983, a graduate economist to teach O and CSE Economics and CSE Business Studies. Evening duties considered. Scale 3 may be considered for experienced candidate. Well established department in pleasant country town environment.
Apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster, Mr. Sergeant. Enquiries welcome (Aston 0673 [illegible]). Closing date 14th June, 1982. (40269) 130220

Computer Studies

Heads of Department

NORFOLK
TAVERHAM HIGH SCHOOL
Reeds Avenue, Taverham, Norwich NR8 6HH
700 mixed 11-16 years
Scale 4 Head of Computer Studies
Required for September 1983 or January 1984. Candidates should be interested in developing Computing as part of general education in addition to upper school examination work. Well equipped centre with 5 micro computers and related hardware. Subsidiary subject required.
Please write to Headteacher with curriculum vitae and the names and addresses of two referees. S.A.E. please. (40259) 130218

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
MOORPOOL HIGH SCHOOL
Cotterhead Road, Werrington, Stoke-on-Trent
Required as soon as possible, a teacher of COMPUTER STUDIES and MATHEMATICS. A scale 3 post is available and experienced candidates, but applications from newly qualified or professional will be considered.
Application forms and further details obtainable from and returnable to the Headteacher at the School (s.a.e. please).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40465) 130050

Economics

Scale 2 Posts and above

LINCOLNSHIRE
DE ASTON SCHOOL
Market Rasen
Roll 1,000 including 180 Vth Form
Mixed Comprehensive 11-19
Required for September, 1983, a graduate economist to teach O and CSE Economics and CSE Business Studies. Evening duties considered. Scale 3 may be considered for experienced candidate. Well established department in pleasant country town environment.
Apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster, Mr. Sergeant. Enquiries welcome (Aston 0673 [illegible]). Closing date 14th June, 1982. (40269) 130220

Scale 1 Posts

BERKSHIRE
ST. BARTHOLOMEW'S SCHOOL
Andover Road, Newbury, Berks.
N.O.R. 1610 (600 in 6th form) (comprehensive).
Required, September, 1983, ECONOMICS TEACHER (Scale 1), large department offers variety of examination courses.
Application with personal details and references to Headmaster (see required). Closing date June 14. Berkshire County Council is an equal opportunity employer. (39965) 130924

CUMBRIA
COUNTY COUNCIL
ULVERSTON VICTORIA HIGH SCHOOL
Springfield Road, Ulverston
(Mixed comprehensive, 11 - 18 yrs 1180 on Roll; 240 in 6th form)
Required for September, 1983 a scale 1 Teacher of Economics. Applications welcome from newly qualified or experienced teachers. Courses to GCE, CSE and 'O' level. Strong 6th Form subject.
Further details (see please) from Head Teacher to whom letter of application should be sent within 2 weeks of this advertisement) giving experience c.v. and names and addresses of 2 referees. (61844) 130228

ESSEX
THE HARWICH SCHOOL
(Roll 1300) Forms 1 to 11-18
Hall Lane, Dovercourt, Harwich
Tel: Harwich 6872.
ECONOMICS. SCALE 1
Required September, a well qualified teacher of Economics and Computer Studies to offer Commerce or History would be an advantage. The post will involve more Economics than Geography. An ideal first appointment.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (61782) 130228

HAVERING
THE LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided 6. F.E.
Mixed.
Scale 1 Graduate Teacher of Economics and Geography. The post will involve more Economics than Geography. The large Economics and Politics department teaches 'A' level Economics and Politics (10 groups). British Industry Society (a continuous assessment 'O' level/CSE course) and an introductory course of Economics to the Third Year. Ability to offer some Politics could be an advantage. The Geography classes will be up to and including 'O' level.
Applications with full curriculum vitae to the Headmaster by letter to be received not later than two referees. (39814)

HAVERING
LONDON BOROUGH OF HAVERING
GAYNES SCHOOL
Upminster, Essex
(Mixed 1060 - Sixth Form 135)
Required for September 1983 a Graduate to teach Economics and Geography and Advanced Level Candidates must be prepared to teach a second subject. Further details and an interview from the Headmistress (s.a.e.) to whom letters of application, with the names and addresses of two referees, should be forwarded as soon as possible. (40035) 130222

HAVERING
LONDON BOROUGH OF HAVERING
TORBRIDGE SCHOOL
Hornchurch, Essex
(Roll 1600 - Sixth Form 100)
Lodge Lane, Collier Row, Romford, Essex RM5 3YD
Tel: Romford 741 [illegible]
Acting Headteacher: R.P.W. Carr, B.Sc.
ECONOMICS Scale 1 required September 1983. The teacher appointed must also contribute to the general school curriculum and to Sixth Form courses. 'A' level available for a suitable candidate.
Letters of application should be sent with full curriculum vitae and quoting two referees. Closing date 14 days after the appearance of this advertisement. (61819) 130222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BEVERSBANK DIVISION
Beverbank Centre, Hextable, Swanley, Kent.
Group 1 (1) - 18 Mixed
Comprehensive.
Required for September 1982 a well qualified person to teach Economics and Geography with this a co-ordinated Humanities programme leading to Mode 3 'O' level, C.S.E. examinations and 16 periods 6th Form courses in Economics.
Apply by letter to the Headmaster enclosing a c.v. and the names and addresses of two referees, and a s.a.e. for further details.

TEANET DIVISION
COUNTY SCHOOL
GRAMMAR SCHOOL FOR GIRLS
Ramsgate
Scale 1 Sixth Form 138
Required for September 1982 a Graduate to teach Economics to Ordinary and Advanced Level Candidates and to prepared to teach a second subject. Further details and an interview from the Headmistress (s.a.e.) to whom letters of application, with the names and addresses of two referees, should be forwarded as soon as possible. (40035) 130222

Lancashire County Council

Unless otherwise stated, the following posts are required for 1st September, 1982. Closing date: 14th June, 1982.

Secondary Schools
Forms/further details from and returnable to the Headteacher at the school. SAE please.

ACCRINGTON NOORHEAD COUNTY HIGH
Cromwell Avenue, Accrington (1081 on roll)
January 1983, or September 1982, if possible
SCALE 1 – HEAD OF MODERN LANGUAGES DEPARTMENT (FRENCH & GERMAN)

WALTON-LE-DALE BROWNEDGE ST. MARY'S R.C. HIGH (SPECIAL AGREEMENT)
Station Road, Bamber Bridge, Preston (924 on Roll)
TWO POSTS:
1. SCALE 2 – 2nd IN MODERN LANGUAGE FACULTY. FRENCH AND STATE OTHER SUBJECT
2. SCALE 2 COMPUTER STUDIES WITH MATHS

BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley (985 on Roll; Girls 11 – 16)
SCALE 2 PHYSICS TO 'O' LEVEL

LANCASTER RIPLEY ST. THOMAS' C.E. SECONDARY
Ashton Road, Lancaster (1200 on Roll; mixed 11 – 18)
SCALE 1 – MATHEMATICS WITH COMPUTER STUDIES

MORECAMBE & HEYSHAM, HEYSHAM HIGH
Lines Avenue, Heysham (1332 on Roll; 11 – 18 mixed)
SCALE 1 – GENERAL SCIENCE

FLEETWOOD CARDINAL ALLEN R.C. HIGH
Broadway, Fleetwood (778 on Roll)
SCALE 1 – GERMAN

GARSTANG COUNTY HIGH
Bowgreave, Garstang, Preston (850 on Roll)
SCALE 1 – GIRLS' P.E. AND GAMES

THORNTON CLEVELEYS MILL FIELD COUNTY HIGH
Rossendale Road, Thornton Cleveleys, Blackpool (1040 on Roll)
SCALE 1 – CRAFT/DESIGN TECHNOLOGY

LONGRIDGE COUNTY HIGH
Preston Road, Longridge, Preston (700 on Roll)
SCALE 1 – TECHNICAL DRAWING AND MATHEMATICS

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool (11 – 18 mixed; 1297 pupils; 634 in Sixth Form)
SCALE 1 – MUSIC, 6 HARE TEACHING TO 'A' LEVEL

BLACKPOOL MONTGOMERY HIGH
All Hallowes Road, Bispham, Blackpool (1020 on Roll; mixed 11 – 16)
TWO POSTS:
1. SCALE 1 – GRADUATE FOR GEOGRAPHY TO 'O' AND CSE LEVEL
2. SCALE 1 – HOME ECONOMICS TO 'O' AND CSE LEVEL; LOWER SCHOOL NEEDLEWORK ADVANTAGE

BLACKPOOL ST. GEORGE'S HIGH
Shaw's Tree Road, Blackpool (1035 on Roll; mixed 11 – 16)
SCALE 1 – ENGLISH THROUGHOUT SCHOOL

FULWOOD COUNTY HIGH
Black Bull Lane, Fulwood, Preston (1000 on Roll)
FOUR POSTS:
As soon as possible
1. SCALE 1 – RELIGIOUS EDUCATION WITH GENERAL SUBJECTS
2. SCALE 1 – BOY'S PHYSICAL EDUCATION. FRENCH TO LOWER SCHOOL ADV. 1st September 1982
3. SCALE 1 – HISTORY/GEOGRAPHY
4. SCALE 1 – SCIENCE

ORMSKIRK CROSS HALL HIGH
Whalley Road, Ormskirk (1336 on Roll; 11 – 18 mixed)
SCALE 1 – PHYSICS AND CHEMISTRY

ORMSKIRK GRAMMAR
Ruff Lane, Ormskirk (1040 on Roll)
SCALE 1 – TECHNICAL SUBJECTS

Re-advertisement
BLACKBURN NOTRE DAME R.C. HIGH
Whalley New Road, Blackburn (870 on Roll; mixed 11 – 16)
SCALE 1 – FRENCH

BLACKBURN SHADSWORTH HIGH
Shadsworth Road, Blackburn (1235 on Roll; mixed 11 – 18)
SCALE 1 – SWIMMING – QUALIFIED TEACHER MAINLY FOR SWIMMING INSTRUCTION WITH PRIMARY AND SECONDARY PUPILS; SOME GENERAL DUTIES IN P.E. DEPARTMENT

BLACKBURN ST. MARY'S R.C. SIXTH FORM COLLEGE
Sheer Brow, Blackburn (630 on Roll; mixed 16 – 19)
SCALE 1 – GERMAN/FRENCH TO 'A' LEVEL

BLACKBURN WITTON PARK HIGH
Buncer Lane, Blackburn (1300 on Roll; mixed 11 – 18)
TWO POSTS:
1. SCALE 1 – PHYSICAL SCIENCE/TECHNOLOGY
2. SCALE 1 – BOYS' PHYSICAL EDUCATION

HYNDBURN MOUNT CARMEL R.C. HIGH
Frederick Street, Clayton-le-Moors (1125 on Roll; 11 – 18 Comp)
SCALE 1 – FRENCH TO CSE 'O' AND 'A' LEVEL

BURNLEY BARDEN HIGH
Heald Road, Burnley (1000 on Roll; Boys 11 – 16)
16th August or 1st September, 1982
SCALE 1 – GEOGRAPHY/P.E.

BURNLEY HABERGHAM HIGH
Byron Street, Burnley (Roll: Co-Ed; 11 – 16 520, 16 – 18 350)
16th August, 1982
TWO POSTS:
1. SCALE 1 – HOME ECONOMICS
2. SCALE 1 – MATHEMATICS – TO 'A' LEVEL DESIRABLE

BACUP PEARNS COUNTY SECONDARY
Pearns Mere, Stacksteads, Bacup (1250 on Roll)
TWO POSTS:
1. SCALE 1 – GIRLS' P.E./HUMANITIES (INCLUDING R.E.)
2. SCALE 1 – ENGLISH WITH DRAMA/EDUCATIONAL DANCE OR HUMANITIES

Temporary Post
PRESTON ST. EDMUND CAMPION R.C. HIGH
Parkfield Crescent, Lea, Preston
27th September 1982 to 15th July 1983
SCALE 1 – TEMPORARY POST – MATHEMATICS TO CSE & 'O' LEVEL

SECONDARY ECONOMICS
continued

LEICESTERSHIRE

HIND LEYS COLLEGE
Forest St. Shepshed, Loughborough, Leics.

In the Leicestershire plan for the reorganisation of secondary education. 14 - 16 Department to be opened in Sept 1983.
HOLT 715

ECONOMICS - SCALE 1

Required August, an economist with good 'A' level business studies and 'A' level Economics with some mathematics.

Further details from the PRINCIPAL. Apply immediately for forms with full particulars and names and addresses of two referees (BAE). (39898)
132222

LYTHAM

KING EDWARD VII SCHOOL
Lytham.
(G.M.C. Independent 650 Boys)
Re-advertisement
Required for September, 1982, Teacher of Economics. The subject has an important place in the Sixth form curriculum. Salary: Burnham Scale 'c'.

A dance interest in Sports, particularly Rugby, would be an additional recommendation.

Applications with names of two referees to the Headmaster at the School. (6181)
132222

NORTH YORKSHIRE

COUNTY COUNCIL
SKIPTON GIRLS' GRAMMAR SCHOOL
Queen Anne's Road, York YO3 7AA
Required for September, 1982, Teacher of ECONOMICS/SOCIOLOGY with significant interest in 'A' level work. Girls' Sixth Form. Ability to help with games would be an advantage.

Apply by letter to the Headmistress, enclosing curriculum vitae and the names of two referees. S.a.e. please for acknowledgement. (40958)

ESSEX

SIR CHARLES LUCAS PRIMARY SCHOOL (Roll 1700)
Hawthorne Avenue, Colchester.
Tel: Colchester 561217.
ENGLISH SECOND-IN-DEPARTMENT, SCALE 3
Vigorous and capable teacher/organiser wanted to take on substantial responsibilities as 2 i/c of large department.

Apply by detailed letter to Headmaster (Toolecap s.a.e. please). (81776)
132456

GWENT

COUNTY COUNCIL
Required for 1st January, 1983, or earlier if possible,
CATHOLIC COMPREHENSIVE SCHOOL
(11-16)
ENGLISH. Well qualified and experienced teacher to be second in the department. Scale 3 for suitable candidate.

Application forms and further information available, obtainable from the Director (to Schools) at the Education Section, County Hall, Cwmbran, to whom completed forms should be returned by 18th June, 1982. (36363)
132418

Scale 2 Posts and above

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Division
EVREHAM COUNTY SECONDARY SCHOOL
Swallow Street, Iver, SL0 0HS
(Boys) (Yrs. 3 - 5.5)
Required for September 1982, an experienced teacher to be second in the Department (Scale 3), the post involves teaching up to 'A' and 'S' levels and taking part in the general responsibility for the development of Drama.

Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e.) please.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40886)
132422

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
JACOBS MEAD HIGH SCHOOL
(A Comprehensive (Girls) School)
Bell 794
Goresbrook Road, Dagenham, Essex.
Required for September, 1982, ENGLISH - a suitably qualified teacher, able to teach English (11-16) level on temporary post until 31st December 1982 (possibly longer), to assist in out of school activities as well.

Apply immediately by letter for the Headmistress enclosing curriculum vitae and the names of two referees. S.a.e. please for acknowledgement. (40958)

ESSEX

SIR CHARLES LUCAS PRIMARY SCHOOL (Roll 1700)
Hawthorne Avenue, Colchester.
Tel: Colchester 561217.
ENGLISH SECOND-IN-DEPARTMENT, SCALE 3
Vigorous and capable teacher/organiser wanted to take on substantial responsibilities as 2 i/c of large department.

Apply by detailed letter to Headmaster (Toolecap s.a.e. please). (81776)
132456

GWENT

COUNTY COUNCIL
Required for 1st January, 1983, or earlier if possible,
CATHOLIC COMPREHENSIVE SCHOOL
(11-16)
ENGLISH. Well qualified and experienced teacher to be second in the department. Scale 3 for suitable candidate.

Application forms and further information available, obtainable from the Director (to Schools) at the Education Section, County Hall, Cwmbran, to whom completed forms should be returned by 18th June, 1982. (36363)
132418

STAFFORDSHIRE

EDUCATION COMMITTEE
LEEK HIGH SCHOOL
Hornfield Road, Leek
Required September, 1982 an experienced graduate to be second in charge of the Department (Scale 3), the post involves teaching up to 'A' and 'S' levels and taking part in the general responsibility for the development of Drama.

Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e.) please.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40886)
132422

SURREY

BISHOP REINDORP SCHOOL
Farnborough Avenue, Guildford GU1 2UU. Guildford 573731
ENGLISH (SCALE 1)
SPECIALIST
required in lively department from September 1982 in this modern 13 - 18 Church Comprehensive School. Sixth Form soon available.

Apply in writing giving details of the Headmaster.
(35711)
132422

WEST SUSSEX

WEALD SCHOOL
Station Road, Billingshurst, W. Sussex RH14 9RX.
(11 - 18 Mixed Rural Comp. N.O.R. 1335).
Required September 1982 Teacher of English Scale 1 to teach throughout the school.

Form and details from Headteacher. S.a.e. please.
(39593)
132422

WILTSHIRE

SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS
Salisbury
650 pupils - Sixth Form 210
Required for September, 1983 a good Honours graduate in English to share the work of the department with the Advanced level and Cambridge Entrance Standard. Good opportunities in Sixth Form where English is a popular choice. Suitable scope for candidate with experience or for new entrant with the right full applicant will be expected to contribute fully to co-curricular activities and to have pastoral responsibility.

Letters of application (no forms) to the Headmistress with full details of qualifications, experience, interests and the names of two referees. S.A.E. Details will be sent to short-listed candidates. (52057)
132422

WILTSHIRE

EDUCATION COMMITTEE
THE CLARENCE WARD SCHOOL
Corsham
(Mixed 11 - 18 Comprehensive School
1,170 pupils)

Required for September, 1982 a well qualified teacher of FRENCH and ENGLISH (Scale 1), able to teach both subjects throughout the ability range up to C.S.E. and 'O' level in French. An imaginative approach to teaching English is required. Willingness to assist generally to the life of the department, giving full details of qualifications and experience and the names of two academic referees, one of whom must be your present Head or College Principal, and enclosing a stamped, self-addressed foolscap envelope.
(35705)
132422

WILTSHIRE

THE JOHN BENTLEY SCHOOL
Calne, Wiltshire, SN11 8YH
(11 - 18 Comprehensive 1,400 pupils)

Required for September, 1982 a well qualified teacher of ENGLISH (Scale 1), able to teach both subjects throughout the ability range up to C.S.E. and 'O' level in French. An imaginative approach to teaching English is required. Willingness generally to the life of the department, giving full details of qualifications and experience and the names of two academic referees, one of whom must be your present Head or College Principal, and enclosing a stamped, self-addressed foolscap envelope.
(35705)
132422

SECONDARY ENGLISH
continued

HUMBERSIDE

EDUCATION COMMITTEE
CONSTANTINE COLLEGE
HIGH HELPTHORPE SCHOOL
Bransholme
Required School Road, Brigg, for September, 1982 a suitably qualified teacher of ENGLISH (Scale 1) at this 11-16 mixed, voluntary controlled, co-educational comprehensive boarding school in the pleasant rural town of Brigg. The successful applicant will be expected to teach his subject throughout the school.

Applications from new entrants to the profession are welcomed.

Applications by letter, naming two educational referees, and curriculum vitae, to reach the Headteacher by the 11th day of the placement of this advertisement (Saturday, please). (40819)
132422

NORTHAMPTONSHIRE

WELLINGBOROUGH SCHOOL
Wellingborough, Northants
Brickhill Road.
NN8 3HB

Required for September, 1983 a graduate English teacher (Scale 1) for this 11-18 comprehensive school. Courses are well established to CSE, 'O' and 'A' level and the successful candidate would be expected to teach across the whole of the ability range.

Letters of application giving curriculum vitae and two referees to the Headmaster (Mr. P. L. Wood) as soon as possible.
(36019)
132422

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
HEATHFIELD SCHOOL
Broadway, Chadderton, Oldham
Required for September, 1983 at this 11-18 mixed Comprehensive school of about 1,150 pupils, SCALE 1 (Experienced teacher of ENGLISH (during maternity leave). Responsibilities of the teaching will depend on the qualifications and experience of the successful candidate. Scale 2 post will become a permanent appointment.

Send s.a.e. for application form to the Head at the school, returnable to him immediately. (39579)
132422

SHEFFIELD

CITY OF EDUCATION
ASHLEDGE SCHOOL
Ashledge Road, Sheffield S12 2XQ
Tel: 0742-392 851
Required for September, 1983, a graduate teacher of English to assist with the 'A' level work in Dramatic Education would be an advantage.

Application forms are available from the Head Teacher to whom they should be returned by Friday, 11th June, 1982. (35987)
132422

SHROPSHIRE

EDUCATION COMMITTEE
EDUARD STRETTON SCHOOL
Shrewsbury Road, Church Stretton
SCALE 1 ENGLISH TEACHER
Required from September to teach throughout the school. Ability to teach some French an advantage.

Application forms and further details from the Head (s.a.e.). (39669)
132422

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
An equal opportunity employer
The Borough is within easy reach of Central London and bordered by Epping Forest.
LEYTONSTONE SENIOR HIGH SCHOOL
Kevin Drive, Chingford, London E17 4JJ
Required for DRAMA/ENGLISH Scale 1 required to join enterprising and successful team of Drama and Humanities teachers in this 11-18 comprehensive school of 1,000 pupils aged 14/18 years (670 on roll). Join an enterprising and hardworking department. New Drama and Theatre Studies 'A' level. The successful candidate will be expected to be involved in the C.S.E. Drama course and to develop the Theatre Studies course. Ability to contribute to the wider life of the school essential.

Application forms obtainable from the Headteacher (Mr. P. L. Taylor).

HEAD OF DRAMA/ENGLISH
Scale 3 required to lead this successful team of teachers. Scale 1 teaching will be required.

Application forms obtainable from the Headteacher (Mr. P. L. Taylor).

TEACHER OF DRAMA/ENGLISH Scale 1 required to join enterprising and successful team of teachers in this 11-18 comprehensive school of 1,000 pupils aged 14/18 years (670 on roll). Join an enterprising and hardworking department. New Drama and Theatre Studies 'A' level. The successful candidate will be expected to be involved in the C.S.E. Drama course and to develop the Theatre Studies course. Ability to contribute to the wider life of the school essential.

Application forms obtainable from the Headteacher (Mr. P. L. Taylor).

SENIOR HIGH SCHOOL
Kevin Drive, Chingford, London E17 4JJ
Required for September 1983, Teacher of English with additional possibility of some A level work. Graduate preferred, suitable candidate will be expected to be involved in the C.S.E. English course and to develop the A level work. Ability to contribute to the wider life of the school essential.

Application forms obtainable from the Headteacher (Mr. P. L. Taylor).

TEACHER OF DRAMA/ENGLISH Scale 1 required to join enterprising and successful team of teachers in this 11-18 comprehensive school of 1,000 pupils aged 14/18 years (670 on roll). Join an enterprising and hardworking department. New Drama and Theatre Studies 'A' level. The successful candidate will be expected to be involved in the C.S.E. Drama course and to develop the Theatre Studies course. Ability to contribute to the wider life of the school essential.

Application forms obtainable from the Headteacher (Mr. P. L. Taylor).

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
An equal opportunity employer
The Borough is within easy reach of Central London and bordered by Epping Forest.
LEYTONSTONE SENIOR HIGH SCHOOL
Kevin Drive, Chingford, London E17 4JJ
Required for September 1983, Teacher of English with additional possibility of some A level work. Graduate preferred, suitable candidate will be expected to be involved in the C.S.E. English course and to develop the A level work. Ability to contribute to the wider life of the school essential.

Application forms obtainable from the Headteacher (Mr. P. L. Taylor).

TEACHER OF DRAMA/ENGLISH Scale 1 required to join enterprising and successful team of teachers in this 11-18 comprehensive school of 1,000 pupils aged 14/18 years (670 on roll). Join an enterprising and hardworking department. New Drama and Theatre Studies 'A' level. The successful candidate will be expected to be involved in the C.S.E. Drama course and to develop the Theatre Studies course. Ability to contribute to the wider life of the school essential.

Application forms obtainable from the Headteacher (Mr. P. L. Taylor).

NORTH YORKSHIRE

COUNTY COUNCIL
RICHMOND SECONDARY SCHOOL
The Nook, Piercebridge, Darlington
Required for September 1983, Scale 1 Teacher, to teach English throughout the school. Ability to help with games or some music. Graduate preferred.

Application forms from the Headteacher, Mr. J. Taylor.

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE GIRLS' GRAMMAR SCHOOL
Hookstone Road, Harrogate, Yorks. HG2 8PN
Required for September, 1983, a graduate teacher of ENGLISH (Scale 1) to teach throughout the school. Ability to help with games and activities an advantage. Possible consideration for boarding duties (resident or non-resident), good allowances and/or emoluments.

Applications form and details (s.a.e.) from the Head at the School.
Closing date: 21st June, 1982.

Heathfield School, Taunton
(11–16 mixed comprehensive, 750)
For January 1983, Head of Art Department, Scale 2. Application form and details from the Head at the School.
Closing date: 21st June, 1982.

The Blue V.C. School, Wells
(11–18 mixed comprehensive, 1328)
For September 1982, teacher of English, Scale 1. Ability to help with games an asset.
Applications by letter, as soon as possible, to the Head at the School, with curriculum vitae and names of two referees.

Hulsh Episcopi School, Langport
(11–16 mixed comprehensive, 1140)
For September 1982, Temporary Assistant Teacher of Rural Science, Scale 1. The post is due to the present postholder being on Maternity Leave and could extend to June 1983.
Applications by letter, as soon as possible, to the Head at the School, quoting experience, qualifications and the names of two referees.

Frome College, Frome
(13–18 mixed comprehensive, 1463, and F.E. College combined on separate sites).
For September 1982:
(i) Teacher of Mathematics, Scale 2 for suitable candidate. The post offers opportunity to teach (SMP) in a strong, progressive department, pupils of all ages and ability, and up to A level. Experience of teaching Computer Studies an advantage.
(ii) Specialist teacher of Remedial and slow learning pupils, to join an enterprising and successful team, and to teach literacy skills and general studies. Scale 1.
(iii) Teacher of History, Scale 1, to teach throughout the age and ability range in a lively and progressive department. The post offers O level and probably also A level teaching. Sympathy with skills based approach is essential.
(iv) Teacher of English, Scale 2 for suitable applicant. The post offers the opportunity to teach at all levels of age and ability up to A level. The person appointed will also be asked to undertake specific responsibilities within the Department.
(v) Teacher of Physics, Scale 1, the post offers opportunity to teach up to A level and at all levels of ability.

Applications in full by letter to the Principal, endorsing envelope with post title and enclosing SAE for job description and application form.
Closing date: 18th June, 1982.

Westfield School, Yeovil
(11–16 mixed comprehensive, 850)
For September 1982, teacher of French, Scale 1, to teach throughout the School. Ability to offer some English appreciated.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 14th June, 1982.

St. Joseph's R.C. Primary, Bridgwater (198)
For September 1982, Assistant Teacher, Scale 1 to teach in the Infant Department. Must be a Practising Catholic.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 16th June, 1982.

Chilton Trinity School, Bridgwater
(11–16 mixed comprehensive, 942)
For September 1982:
(i) Full-time teacher of Spanish, Scale 1, to teach throughout the school. Ability to teach at C.S.E. and O level.
(ii) Full-time Teacher of Mathematics and Computer Education, Scale 1, throughout the school. Ability to teach to C.S.E. and O level.

Application form, returnable as soon as possible, and details (s.a.e.) from the Head at the School.

WILTSHIRE

THE CORSHAM SCHOOL
The Tynings, Corsham, Wilts.
Required for September a well qualified teacher of English to work throughout the educational comprehensive school (pupils aged 11-18) with particular responsibility for the lower school during the maternity leave of a present teacher. Willingness to apply for extra curricular duties and to be an active member of a team essential.

Application form (returnable by Friday, 11th June) and further details from the Headmaster (BAE).
(39593)
132422

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (s.a.e., foolscap) from the Heads at the Schools.
Please quote reference 4/6 on correspondence.

Secondary

Brymore School, Cannington, Bridgwater
(Secondary Technical School of Agriculture, 190 boys – 150 boarders)
For September 1982, or as soon as possible:
(i) Deputy Head, Group 6, to teach English, History and Current Affairs.
(ii) Teacher, Scale 1, of Agriculture-cum-Science, Willingness to assist with games and activities an advantage. Possible consideration for boarding duties (resident or non-resident), good allowances and/or emoluments.

Applications form and details (s.a.e.) from the Head at the School.
Closing date: 21st June, 1982.

Heathfield School, Taunton
(11–16 mixed comprehensive, 750)
For January 1983, Head of Art Department, Scale 2. Application form and details from the Head at the School.
Closing date: 21st June, 1982.

The Blue V.C. School, Wells
(11–18 mixed comprehensive, 1328)
For September 1982, teacher of English, Scale 1. Ability to help with games an asset.
Applications by letter, as soon as possible, to the Head at the School, with curriculum vitae and names of two referees.

Hulsh Episcopi School, Langport
(11–16 mixed comprehensive, 1140)
For September 1982, Temporary Assistant Teacher of Rural Science, Scale 1. The post is due to the present postholder being on Maternity Leave and could extend to June 1983.
Applications by letter, as soon as possible, to the Head at the School, quoting experience, qualifications and the names of two referees.

Frome College, Frome
(13–18 mixed comprehensive, 1463, and F.E. College combined on separate sites).
For September 1982:
(i) Teacher of Mathematics, Scale 2 for suitable candidate. The post offers opportunity to teach (SMP) in a strong, progressive department, pupils of all ages and ability, and up to A level. Experience of teaching Computer Studies an advantage.
(ii) Specialist teacher of Remedial and slow learning pupils, to join an enterprising and successful team, and to teach literacy skills and general studies. Scale 1.
(iii) Teacher of History, Scale 1, to teach throughout the age and ability range in a lively and progressive department. The post offers O level and probably also A level teaching. Sympathy with skills based approach is essential.
(iv) Teacher of English, Scale 2 for suitable applicant. The post offers the opportunity to teach at all levels of age and ability up to A level. The person appointed will also be asked to undertake specific responsibilities within the Department.
(v) Teacher of Physics, Scale 1, the post offers opportunity to teach up to A level and at all levels of ability.

Applications in full by letter to the Principal, endorsing envelope with post title and enclosing SAE for job description and application form.
Closing date: 18th June, 1982.

Westfield School, Yeovil
(11–16 mixed comprehensive, 850)
For September 1982, teacher of French, Scale 1, to teach throughout the School. Ability to offer some English appreciated.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 14th June, 1982.

St. Joseph's R.C. Primary, Bridgwater (198)
For September 1982, Assistant Teacher, Scale 1 to teach in the Infant Department. Must be a Practising Catholic.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 16th June, 1982.

Brookside County Primary, Street (293)
For September 1982, Temporary Teacher, Scale 1 for middle juniors in first instance, for the academic year 1982/83. Interest and ability in girls' games, art and craft appreciated.
Applications by letter, to the Head at the School, with curriculum vitae and names of two referees.
Closing date: 11th June, 1982.

Preston School, Yeovil
(11–16 mixed comprehensive, 1050)
For September 1982:
(i) Teacher, Scale 1 for Needlecraft and Textile Craft.
(ii) Teacher, Scale 1 for Home Economics. Temporary appointment due to maternity leave. Strong possibility of becoming permanent later.

Application forms and details (s.a.e.) from the Head at the School.
Closing date: 14th June, 1982.

The West Somerset School, Minehead
(13–18 mixed comprehensive, 1057)
The school catchment area includes Exmoor, Brendon and Quantock Hills as well as the coastal areas.
For September 1982, qualified Teacher of Chemistry, Scale 1, to teach the age and ability range of this upper school, to CSE O and A levels.
Applications by letter, as soon as possible to the Head at the School, with curriculum vitae and names of two referees.

Middle Schools

Selwood School, Frome
(9–13 mixed middle, 850)
For September 1982, teacher, Scale 1, of General Studies, to work mainly with either the first or second year team. There could be opportunities for some specialist teaching.
Temporary appointment in the first instance.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 14th June, 1982.

Malden Beech School, Crewkerne
(9–13 mixed, 554)
For September 1982, Teacher of Mathematics, Scale 1. Ability to teach Science and willingness to assist with Boys' games would be added recommendations.
Applications by letter, as soon as possible to the Head at the School, with curriculum vitae and names of two referees.

Primary Deputy Headship

Merriott First, Nr. Crewkerne (103)
For January 1983, Deputy Head for this recently remodelled Group 3 School.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 21st June, 1982.

Primary

Ashcott County Primary, Ashcott, Nr Bridgwater (128)
For September 1982, teacher, scale 1, for Reception Class Infants.
Applications by letter in the first instance, with curriculum vitae and names of two referees, to the Head at the School.

Wiveliscombe County Primary, Nr. Taunton (210)
For September 1982, teacher, Scale 1, to teach the Reception Class.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 18th June, 1982.

Westfield School, Yeovil
(11–16 mixed comprehensive, 850)
For September 1982, teacher of French, Scale 1, to teach throughout the School. Ability to offer some English appreciated.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 14th June, 1982.

St. Joseph's R.C. Primary, Bridgwater (198)
For September 1982, Assistant Teacher, Scale 1 to teach in the Infant Department. Must be a Practising Catholic.
Application form and details (s.a.e.) from the Head at the School.
Closing date: 16th June, 1982.

Brookside County Primary, Street (293)
For September 1982, Temporary Teacher, Scale 1 for middle juniors in first instance, for the academic year 1982/83. Interest and ability in girls' games, art and craft appreciated.
Applications by letter, to the Head at the School, with curriculum vitae and names of two referees.
Closing date: 11th June, 1982.

SECONDARY EDUCATION
continued

Geography

Heads of Department

EALING

LONDON BOROUGH OF EALING
Education Service
ELTHORNE HIGH SCHOOL
Boston Road, Hanwell, London W7
Head: Mr. N. Wheeler Robinson MA MEd
Required for September, 1982, or January, 1983. Head of Geography Department Scale 3.
London Weighting £759.
Applications to the Head at the School (SAE) with Curriculum Vitae and names and addresses of two referees. (615681) 132616

HERTFORDSHIRE

COUNTY COUNCIL OF HERTFORDSHIRE
JOHN F. KENNEDY SCHOOL
Hall Hollybush Lane, Hemel Hempstead, Herts. Incorporated 23754
9 F.E. (11 - 18 mixed school. 850 on roll.
Required September, or January Head of Geography Department. This is a large and popular department in the school with scope for specialised to 'A' and 'O' level and C.S.E. Salary Scale 3 with outer fringe weighting.
Applications to the Headmaster with curriculum vitae and the names of 2 referees. (615441) 132616

Scale 2 Posts and above

GLOUCESTERSHIRE

SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester.
Boys' Grammar - 600.
Required September 1983 or January 1983. Assistant Teacher to teach Geography up to and including 'A' level. Ability to teach physics and extra curricular interests included. Some degree is available for well qualified teacher. Recently qualified teachers are welcome to apply.
Applications giving curriculum vitae and names of 2 referees to Headmaster. (30905) 132620

HOUNSLOW

HESTON SCHOOL
Heston Road, Hounslow, Hounslow Middx TW5 0QR. (01-570-1252)
Acting Headteacher: Mrs J. Lee.
Required for September, 1982, a graduate teacher of Geography with the ability to offer sixth form level work in either Economics or Computer Studies as an advantage.
Adwick School is a mixed Comprehensive 11-18 with approximately 810 pupils in a well established Sixth Form.
Letters of application, together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (61958) 132622

DONCASTER

ADWICK SCHOOL
Windmill Balk Lane, Woodlands, Doncaster, DN6 7RP
Tel: Doncaster 732257
Required for September, 1982. A graduate teacher of Geography with the ability to offer sixth Form level work in either Economics or Computer Studies as an advantage.
Adwick School is a mixed Comprehensive 11-18 with approximately 810 pupils in a well established Sixth Form.
Letters of application, together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (61958) 132622

BERKSHIRE

WAINGELS COPSE SCHOOL
Bramley Corner, Woodley, Reading RG5 4UE
Group 1B mixed 11 - 18 Comprehensive to purpose-built premises.
Required September, 1982, Scale 2 - 3 term appointment. Ability to teach Schools Council 14 - 18 Project.
Application form and details of salary and terms of appointment (less please) from Headteacher. Berkshire County Council is an equal opportunity employer. (46002) 132624

BERKSHIRE

ST. BARTHOLOMEW'S
Andover Road, Newbury.
N.O.R. to 1610 (600 to 6th form) Comprehensive.
Required September, 1982 Geography Teacher to be in charge of Geography - Scale 3.
The Teaching Geography is a part of the Humanities Department but the successful applicant would be responsible for teaching courses leading to C.S.E. and 'A' level examination work.
London Weighting £458 p.a. Closing date 1st April.
Please send letter of application and curriculum vitae to the Acting Headmaster. (61880) 132630

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING AND DAGENHAM COMPREHENSIVE SCHOOL
Dunedin Road, Goresbrook, Dagenham, Essex
Required for September 1983 a Graduate Teacher, Scale 1 - 2.
Responsibility for the approval expenses in approved cases.
Application forms and further details available from the Headteacher (S.A.E. appreciated) returnable by 17th June, 1983. (61608) 132622

BARNET

LONDON BOROUGH OF BARNET
CARRER'S COLLEGE
Kingsbury, Milton Keynes, NW9 8AT
Boys' comprehensive. Roll 920. Sixth Form 150.
Required September 1983, Teacher (scale 1 - 2) to teach GEOGRAPHY across the ages and ability range, including Remedial Geography to the Sixth Form. Lively and enthusiastic department.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms and further details from the Headmaster, to whom completed forms should be returned as soon as possible.
Equal Opportunities Employer. Services. (40111) 132622

BERKSHIRE

WAINGELS COPSE SCHOOL
Bramley Corner, Woodley, Reading RG5 4UE
Group 1B mixed 11 - 18 Comprehensive to purpose-built premises.
Required September, 1982, Scale 2 - 3 term appointment. Ability to teach Schools Council 14 - 18 Project.
Application form and details of salary and terms of appointment (less please) from Headteacher. Berkshire County Council is an equal opportunity employer. (46002) 132624

BERKSHIRE

ST. BARTHOLOMEW'S
Andover Road, Newbury.
N.O.R. to 1610 (600 to 6th form) Comprehensive.
Required September 1983 Geography Teacher to be in charge of Geography - Scale 2.
The Teaching Geography is a part of the Humanities Department but the successful applicant would be responsible for teaching courses leading to C.S.E. and 'A' level examination work.
London Weighting £458 p.a. Closing date 1st April.
Please send letter of application and curriculum vitae to the Acting Headmaster. (61880) 132630

BERKSHIRE

HIGHDOWN SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
N.O.R. 1300 (11 - 18 Comprehensive mixed)
Required September 1983. GRADUATE TEACHER OF GEOGRAPHY DEPARTMENT (Scale 1). The school follows the Schools Council Geography 8 - 13 Project. There will be an opportunity to teach Geography to 'A' level (preferably physical geography) for a suitably qualified applicant. Preference may be given to a member of the Humanities team.
Application forms and further details obtainable from headmaster (sae). Closing date June 1st. Berkshire County Council is an equal opportunity employer. (40012) 132622

BROMLEY

LONDON BOROUGH OF BROMLEY
LANGLEY PARK BOYS' SCHOOL
South Eden Park Road, Beckenham, Kent. BR3 3BP
(1100 boys - 11 - 18 with Sixth Form 180-200)
Required in September 1982 graduate to teach Geography at all levels including 'O' and 'A' level. Also ability to teach Remedial English and/or Humanities. Applications to the Headmaster by the 18th June, 1982. (63030) 132622

GLOUCESTERSHIRE

See full advert under Scale 2 posts and above - Geography. (59806) 132622

GWENT

DUFFRYN COMPREHENSIVE SCHOOL
Newport
(11 - 18)
GEOGRAPHY
Graduate to teach to 'A' level. Some Geology an advantage.
HARTRIDGE COMPREHENSIVE SCHOOL
(11 to 18)
GEOGRAPHY AND ENVIRONMENTAL STUDIES
Application forms and further information where available; obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent. NP44 2XG, on receipt of an s.a.e. should be returned to the Headmaster by the 18th June, 1982. (63030) 132622

HAMPSHIRE

ROBERT MAYES SCHOOL
West Street, Oldham, Hampshire
Mixed Comprehensive 11 - 16
N.O.R. 988
Required for September, 1983
Scale 2 Post Geography, to teach all abilities up to and including 'O' level. Knowledge of C.Y.S.L... a distinct advantage.
Closing date 21 days after the appearance of this advertisement.
Applications by letter, enclosing curriculum vitae and the names of two educational referees, and s.a.e. for further details, to the Headmaster. (61593) 132622

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
OOOLE GRAMMAR SCHOOL
Boothferry Road, Goole
Head Teacher: J. L. Teed
No. on Roll: 1247
Applications are invited for a post in the Humanities Faculty for a Geography Teacher to share teaching throughout the school. Fully developed comprehensive in outstanding setting.
Apply by letter to the Headmaster giving c.v. and the names of two referees. (40464) 132622

DEVON

Please see displayed advertisement on page 59 (403) (7) 132622

DONCASTER

ADWICK SCHOOL
Windmill Balk Lane, Woodlands, Doncaster, DN6 7RP
Tel: Doncaster 732257
Required for September, 1982. A graduate teacher of Geography with the ability to offer sixth Form level work in either Economics or Computer Studies as an advantage.
Adwick School is a mixed Comprehensive 11-18 with approximately 810 pupils in a well established Sixth Form.
Letters of application, together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (61958) 132622

DONCASTER

EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster, DN12 1HH
Tel: Rotherham 864100
Headmaster: J. S. Welch, M.A.
Required for September, 1983 a Graduate Teacher of Geography to teach across the ability range and including 'O' level and C.S.E. level. Ability to teach Geography to 'A' level essential.
Edlington Comprehensive School takes all pupils aged 11 - 18 living in its very well mixed catchment area and was purpose built in 1967 on a 30 acre site on the edge of open country.
Application by letter and curriculum vitae including names and addresses of two referees to the Headmaster at the school (SAE please). (36085) 132622

LEICESTERSHIRE

MARY LINWOOD SCHOOL
Tranent Road, Leicester
11 - 16 Comprehensive
(1097)
GEOGRAPHY - SCALE 1
Required for August, Geography to 'O' levels and CSE in well established Geography department. The school is in modern buildings on a 30 acre site on the outskirts of Leicester.
Further details from the Head, Apply immediately (no form) with full curriculum vitae and names and addresses of two referees (SAE). (39809) 132622

LEICESTERSHIRE

ST. MARTIN'S R.C. HIGH SCHOOL
Stoke Golding, Nuneaton, Warks.
In the Leicestershire plan for the re-organisation of Secondary education.
11 - 16 High Roll 540
GEOGRAPHY AND GENERAL STUDIES SCALE 1
Required September, 1983 to assist with boy's games an advantage.
Further details from the Head, Apply immediately (no form) with full particulars and names and addresses of two referees (SAE). (39816) 132622

LONDON

URSULINE CONVENT
Wood Vale, Muswell Hill, London
London SW10 9BD
Girls' Comprehensive High School
11 - 18, 940 on roll
Required September: Teacher of Geography. Scale 2 - 3. Scale post available for suitable applicants.
Please apply to the Headmistress with curriculum vitae, stating the names and addresses of two referees. (61881) 132624

NORTH YORKSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
BROOKHILL & ST. LEONARD'S SCHOOL
Brotherhead, Sherburn-in-Elmet, North Yorks. LS25 6NL
Required late September, 1983 a teacher of Geography to teach to C.S.E. level. Interest in field work and/or environmental studies if possible. Scale 1 Post.
Letters of application together with Curriculum Vitae to the Headmaster at the School. (40205) 132622

NORTHAMPTONSHIRE

GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northants NN6 8QE
Required for September, 1982, a Geography graduate to teach throughout the school. Preference may be given to a person appointed will almost certainly be required to teach 'A' level Geography and/or but will also be expected to teach within the integrated humanities course in the lower school.
Guilsborough is an 11 - 18 co-educational comprehensive school with 1350 pupils on roll, 150 of whom are sixth formers. It serves an extensive rural catchment area to the north-west of Northampton.
Further details and application form available from the Headmaster (SAE please). (36085) 132622

NORTHAMPTONSHIRE

RUSHDEN CHICHELE GIRLS' SCHOOL
Spencer Road, Rushden, Northants NN10 0AD
Required for September, 1982 a graduate teacher (Scale 1) to teach Geography in this girls' 11 - 16 comprehensive school. 940 pupils. In the first two years History and Geography are taught in a combined Humanities scheme of work, but as a single subject thereafter. A discipline oriented Year on Year onwards. The post would involve O level work as well as CSE and GCE 'O' and 'A' level. An interest in computing would be an advantage.
The department involves itself in local surveys and fieldwork. There are studies available for their employees to be members of an appropriate Trade Union. (40265) 132622

Scale 1 Posts

BERKSHIRE

THE WEST SCHOOL
Robin Hood Lane, Winnersh, Berkshire
N.O.R. 1050
Required September, 1982 TEACHER OF ECONOMICS AND HISTORY (Scale 1) in this 8 form Comprehensive School with an academic Sixth Form of 180. Scale 2 or responsibility of Scale 2 for suitably qualified and experienced applicant. Ability to teach to Advanced Level essential in both subjects.
Application forms and further details from Headmaster (S.A.E. please) Closing date June 21. Berkshire County Council is an equal opportunity employer. (39961) 132622

BROMLEY

LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR BOYS
South Eden Park Road, Beckenham, Kent. BR3 3BP
(1100 boys - 11 - 18 with Sixth Form 180-200)
Required in September 1982 graduate to teach History at all levels in Department. Salary advantage payable.
The school is an 11 - 18 boys' comprehensive school which operates a co-operative sixth form of 370. It has new buildings and good facilities.
Applications, no forms, to the Headmaster, Mr. A. Percival, with curriculum vitae and the names of two referees, as soon as possible, with addressed envelope for acknowledgement. (40217) 132622

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
WOLVERCOTE SCHOOL
Aylesbury Street West, Bletchley, Milton Keynes MK1 1QB
Required from September, 1982, for one term only, a Geography Scale 1 Post.
Apply by letter to the Headteacher, 12 Gilling Way East, giving full curriculum vitae and the names and addresses of two referees. Please enclose a stamped addressed envelope if further information is required. (61568) 132622

DONCASTER

EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster, DN12 1HH
Tel: Rotherham 864100
Headmaster: J. S. Welch, M.A.
Required for September, 1983 a Graduate Teacher of Geography to teach across the ability range and including 'O' level and C.S.E. level. Ability to teach Geography to 'A' level essential.
Edlington Comprehensive School takes all pupils aged 11 - 18 living in its very well mixed catchment area and was purpose built in 1967 on a 30 acre site on the edge of open country.
Application by letter and curriculum vitae including names and addresses of two referees should be sent to the Headmaster at the school (SAE please). (61608) 132622

LEICESTERSHIRE

SCHOOL
Stoke Golding, Nuneaton, Warks.
In the Leicestershire plan for the re-organisation of Secondary education.
11 - 16 High Roll 540
GEOGRAPHY AND GENERAL STUDIES SCALE 1
Required September, 1983 to assist with boy's games an advantage.
Further details from the Head, Apply immediately (no form) with full particulars and names and addresses of two referees (SAE). (39816) 132622

LONDON

URSULINE CONVENT
Wood Vale, Muswell Hill, London
London SW10 9BD
Girls' Comprehensive High School
11 - 18, 940 on roll
Required September: Teacher of Geography. Scale 2 - 3. Scale post available for suitable applicants.
Please apply to the Headmistress with curriculum vitae, stating the names and addresses of two referees. (61881) 132624

NORTH YORKSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SCARBOROUGH GRAMMAR SCHOOL
Filey Road, Scarborough, YO11 3BA
Required September, 1982 a graduate teacher of Geography to teach throughout the school. Applicants should be willing to contribute to the Sixth Form Geography course. Scale 1 Post.
Application forms and further details from the Headmaster (enclose s.a.e.) to whom completed forms should be returned by closing date 18th June, 1982. (61630) 132622

EAST SUSSEX

COUNTY COUNCIL
HILLCREST SCHOOL
Hillcrest, Hailsham, BN27 3JS
(Mixed comprehensive 11-18 roll 1210)
Required September, 1982, Teacher of History (Scale 1), to teach Geography up to 'O' level. Opportunity to contribute to Social Studies available.
Application forms available in approved cases.
Letters of application to the Headmaster/mistress, giving full details of qualifications and experience, together with the names of two referees, by 18th June, 1982. (61584) 132622

SUFFOLK

HARTISMERE HIGH SCHOOL
Castleton Way, Eye. IP23 7UL
(11/16 - 470 pupils)
Required for September 1982 a Teacher of Geography Scale 1, closing date 18th June.
Ref. 1.
SIR JOHN LEMAN HIGH SCHOOL
Risbygate Road, Beccles & Bungay
(11 - 18 - 1,300)
Required from September, 1982 a Teacher of GEOGRAPHY (Scale 1) to C.S.E. and 'O' level. Possibility of 'A' level teaching for suitable candidate.
Application forms and further details from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned as soon as possible. (61631) 132622

History

Scale 2 Posts and above

STAFFORDSHIRE

EDUCATION COMMITTEE
DUNSDALE HIGH SCHOOL
Dunsdale Road, Wombourne, Wolverhampton, WV5 8BJ
An 11-18 High School serving an attractive mixed catchment area of South Staffordshire
Applications are invited for an experienced teacher of HISTORY (Scale 2 preferred for September, 1982. The successful offers an opportunity to join a successful department and share fully in the teaching of History at all levels.
Application forms obtainable from and returnable to the Headteacher (sae).
All applicants are asked to note that it is the County Council's view that is considerable for their employees to be members of an appropriate Trade Union. (40265) 132622

Scale 1 Posts

BERKSHIRE

THE WEST SCHOOL
Robin Hood Lane, Winnersh, Berkshire
N.O.R. 1050
Required September, 1982 TEACHER OF ECONOMICS AND HISTORY (Scale 1) in this 8 form Comprehensive School with an academic Sixth Form of 180. Scale 2 or responsibility of Scale 2 for suitably qualified and experienced applicant. Ability to teach to Advanced Level essential in both subjects.
Application forms and further details from Headmaster (S.A.E. please) Closing date June 21. Berkshire County Council is an equal opportunity employer. (39961) 132622

BROMLEY

LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR BOYS
South Eden Park Road, Beckenham, Kent. BR3 3BP
(1100 boys - 11 - 18 with Sixth Form 180-200)
Required in September 1982 graduate to teach History at all levels in Department. Salary advantage payable.
The school is an 11 - 18 boys' comprehensive school which operates a co-operative sixth form of 370. It has new buildings and good facilities.
Applications, no forms, to the Headmaster, Mr. A. Percival, with curriculum vitae and the names of two referees, as soon as possible, with addressed envelope for acknowledgement. (40217) 132622

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
WOLVERCOTE SCHOOL
Aylesbury Street West, Bletchley, Milton Keynes MK1 1QB
Required from September, 1982, for one term only, a Geography Scale 1 Post.
Apply by letter to the Headteacher, 12 Gilling Way East, giving full curriculum vitae and the names and addresses of two referees. Please enclose a stamped addressed envelope if further information is required. (61568) 132622

DONCASTER

EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster, DN12 1HH
Tel: Rotherham 864100
Headmaster: J. S. Welch, M.A.
Required for September, 1983 a Graduate Teacher of Geography to teach across the ability range and including 'O' level and C.S.E. level. Ability to teach Geography to 'A' level essential.
Edlington Comprehensive School takes all pupils aged 11 - 18 living in its very well mixed catchment area and was purpose built in 1967 on a 30 acre site on the edge of open country.
Application by letter and curriculum vitae including names and addresses of two referees should be sent to the Headmaster at the school (SAE please). (61608) 132622

LEICESTERSHIRE

MARY LINWOOD SCHOOL
Tranent Road, Leicester
11 - 16 Comprehensive
(1097)
GEOGRAPHY - SCALE 1
Required for August, Geography to 'O' levels and CSE in well established Geography department. The school is in modern buildings on a 30 acre site on the outskirts of Leicester.
Further details from the Head, Apply immediately (no form) with full particulars and names and addresses of two referees (SAE). (39809) 132622

LEICESTERSHIRE

ST. MARTIN'S R.C. HIGH SCHOOL
Stoke Golding, Nuneaton, Warks.
In the Leicestershire plan for the re-organisation of Secondary education.
11 - 16 High Roll 540
GEOGRAPHY AND GENERAL STUDIES SCALE 1
Required September, 1983 to assist with boy's games an advantage.
Further details from the Head, Apply immediately (no form) with full particulars and names and addresses of two referees (SAE). (39816) 132622

LONDON

URSULINE CONVENT
Wood Vale, Muswell Hill, London
London SW10 9BD
Girls' Comprehensive High School
11 - 18, 940 on roll
Required September: Teacher of Geography. Scale 2 - 3. Scale post available for suitable applicants.
Please apply to the Headmistress with curriculum vitae, stating the names and addresses of two referees. (61881) 132624

NORTH YORKSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SCARBOROUGH GRAMMAR SCHOOL
Filey Road, Scarborough, YO11 3BA
Required September, 1982 a graduate teacher of Geography to teach throughout the school. Applicants should be willing to contribute to the Sixth Form Geography course. Scale 1 Post.
Application forms and further details from the Headmaster (enclose s.a.e.) to whom completed forms should be returned by closing date 18th June, 1982. (61630) 132622

EAST SUSSEX

COUNTY COUNCIL
HILLCREST SCHOOL
Hillcrest, Hailsham, BN27 3JS
(Mixed comprehensive 11-18 roll 1210)
Required September, 1982, Teacher of History (Scale 1), to teach Geography up to 'O' level. Opportunity to contribute to Social Studies available.
Application forms available in approved cases.
Letters of application to the Headmaster/mistress, giving full details of qualifications and experience, together with the names of two referees, by 18th June, 1982. (61584) 132622

SHROPSHIRE

EDUCATION COMMITTEE
THE GRANGE SCHOOL
Worcester Road, Salebury, SY1 3LP
Required September, 1982, GEOGRAPHY TEACHER to teach to all age and ability levels (11 - 16), able to offer Social Studies.
Applications, direct by letter only, to the Headmaster including C.V., names of 2 referees and S.A.E. Relationship to any member of senior officer of the Council must be disclosed. Canvassing will disqualify. (61541) 132622

SOLIHULL

EDUCATION COMMITTEE
COLEY GREEN SCHOOL
Claremore Road, Shaldon, Birmingham
Required for September, 1983 a teacher of GEOGRAPHY (Scale 1) to teach across the age and ability ranges and including 'O' level and CSE. Experience in Humanities team in the School Council/LSYE courses an advantage and ability to assist with the integrated studies course in the Lower School would be useful.
Further details and application forms available from the Headmaster at the school (SAE please). (61698) 132622

STAFFORDSHIRE

EDUCATION COMMITTEE
Sandon Road, Stone, ST15 0BH
Required (or September, 1983 a graduate teacher of Geography to teach throughout the school. Preferably experienced person to teach Sixth Form 'O' and 'A' level and C.S.E. levels. This will be a temporary appointment to cover the commitment of a member of staff taking maternity leave.
Application forms obtainable from and returnable to the Principal at the College (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

STAFFORDSHIRE

EDUCATION COMMITTEE
Sixth Form College
Victoria Road, Fenton, Stoke-on-Trent, ST4 3NR
Required as soon as possible and preferably for September, 1983 a GEOGRAPHY and GEOLOGY teacher to take A/S and A level work. An interest in field work essential. The ability to coach a branch of mathematics would be an recommendation. The post is available for a person who would replace a member of staff who is taking promotion.
Application forms and details from the Principal to whom completed forms should be returned within ten days of the appearance of this advertisement.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40681) 132622

SUTTON

LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Sandy Lane, Sutton, Surrey SM1 4JB
Required September, 1982 Teacher of Geography to teach throughout the school. Scale 1 Post.
Application forms and further details from the Headmaster (SAE please) to whom completed forms should be returned by 18th June, 1982. (61586) 132622

EAST SUSSEX

COUNTY COUNCIL
EAST SUSSEX DIVISION
HEATHFIELD SCHOOL
Heathfield, East Sussex TN21 8DG
(Mixed comprehensive 11-18 roll 1,000)
Required September, 1982, Teacher of History (Scale 1), to teach Geography up to 'O' level. Ability to teach Social Studies an advantage.
Application forms available in approved cases.
Letters of application to the Headmaster/mistress, giving full details of qualifications and experience, together with the names of two referees, by 18th June, 1982. (61586) 132622

SECONDARY HISTORY
continued

NORTHAMPTONSHIRE

DAVENTRY & SOUTHBROOK COMPREHENSIVE SCHOOL
(Hawker Avenue, Daventry, Northants NN11 4JJ)
Required September, 1982, Teacher of History/Social Studies/Environmental Studies/Economics to teach pupils in first 5 years - a qualification in History or Social Studies preferred.
Further details and application form available from the Headmistress (SAE please). (36075) 132622

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HADDLESWORTH SCHOOL
High Street, Uppermill, Oldham
Required for September 1983 a recently reorganised 11 - 16 mixed comprehensive school of about 1,350 pupils, a good Graduate Teacher of HISTORY and GEOGRAPHY. APPOINTMENT. Full responsibility for the humanities work available for suitable candidate or specialist.
Send a card for application form to the Headteacher to which returnable by 18th June, (39588) 132622

HAVERING

LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided, 6 F.E. Mixed.
Required for September a graduate historian to teach the subject throughout the school. The department offers courses to C.S.E., 'O' and 'A' and 'S' level. An interest in the Schools' Council History 13-16 project and 16@17th century English and European history would be advantageous. The successful applicant should be prepared to play a full and active role in the life of the school. Help with games could be an advantage. Scale 1. A newly qualified teacher would be welcome.
Applications with full curriculum vitae to the Headmaster as soon as possible, naming two referees and London Allowance £498. (39975) 132622

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
ROBERT ARKELL SCHOOL
Digswell Park Road, Welwyn Garden City, Herts. All-ability, co-educational, 655 pupils, 11 - 18.
Required for September, 1982, a teacher of History (Scale 1) to join Humanities Faculty. A lively, enterprising teacher is sought to teach History from Years 3 up to 'A' level and Lower School Humanities. Applicants with an interest in role play and simulation are particularly invited to joining this successful and popular department.
Apply by letter giving curriculum vitae and names and addresses of two referees, to the Headteacher as soon as possible. (61975) 132622

GWENT

COUNTY COUNCIL
KING HENRY VIII COMPREHENSIVE SCHOOL
Abergavenny (11 - 18)
HISTORY
Required for 1st September 1982. Graduate with keen interest in making History relevant to children of all abilities levels and willing to contribute to broader life of school.
ESBW VALE COMPREHENSIVE SCHOOL
(11 to 18)
HISTORY
Application forms and further details from where available, obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent. NP44 2XG, on receipt of an s.a.e. should be returned to the Headmaster by the 18th June, 1982. (63030) 132622

HAVERING

LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided, 6 F.E. Mixed.
Required for September a graduate historian to teach the subject throughout the school. The department offers courses to C.S.E., 'O' and 'A' and 'S' level. An interest in the Schools' Council History 13-16 project and 16@17th century English and European history would be advantageous. The successful applicant should be prepared to play a full and active role in the life of the school. Help with games could be an advantage. Scale 1. A newly qualified teacher would be welcome.
Applications with full curriculum vitae to the Headmaster as soon as possible, naming two referees and London Allowance £498. (39975) 132622

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
ROBERT ARKELL SCHOOL
Digswell Park Road, Welwyn Garden City, Herts. All-ability, co-educational, 655 pupils, 11 - 18.
Required for September, 1982, a teacher of History (Scale 1) to join Humanities Faculty. A lively, enterprising teacher is sought to teach History from Years 3 up to 'A' level and Lower School Humanities. Applicants with an interest in role play and simulation are particularly invited to joining this successful and popular department.
Apply by letter giving curriculum vitae and names and addresses of two referees, to the Headteacher as soon as possible. (61975) 132622

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Required for 1st September 1982. Graduate with keen interest in making History relevant to children of all abilities levels and willing to contribute to broader life of school.
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THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided, 6 F.E. Mixed.
Required for September a graduate historian to teach the subject throughout the school. The department offers courses to C.S.E., 'O' and 'A' and 'S' level. An interest in the Schools' Council History 13-16 project and 16@17th century English and European history would be advantageous. The successful applicant should be prepared to play a full and active role in the life of the school. Help with games could be an advantage. Scale 1. A newly qualified teacher would be welcome.
Applications with full curriculum vitae to the Headmaster as soon as possible, naming two referees and London Allowance £498. (39975) 132622

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
HODDESDON SCHOOL
Broadmeads, Hoddesdon, Herts. EN11 8PP
(Mixed 11 - 18 Comprehensive)
Required September, 1982, Teacher of History (Scale 1) to teach throughout the school. Ability to teach Social Studies an advantage.
Application forms and further details from the Headmaster (SAE please). Closing date 18th June, 1982. (61975) 132622

NORTH YORKSHIRE

COUNTY COUNCIL
RICHMOND DIVISION
RICHMOND SCHOOL
Richmond
(Mixed 11 - 18 Sixth Form 1485 pupils)
Required for September, 1982 a teacher of History to teach throughout the school up to 'O' level. Ability to teach Social Studies an advantage. Sporting duties. Applications should be sent to the Headteacher, to whom they should be returned within 2 weeks of this appearance. (61974) 132622

NORTH YORKSHIRE

COUNTY COUNCIL
RICHMOND DIVISION
RICHMOND SCHOOL
Richmond
(Mixed 11 - 18 Sixth Form 1485 pupils)
Required for September, 1982 a teacher of History to teach throughout the school up to 'O' level. Ability to teach Social Studies an advantage. Sporting duties. Applications should be sent to the Headteacher, to whom they should be returned within 2 weeks of this appearance. (61974) 132622

NORTH YORKSHIRE

COUNTY COUNCIL
RICHMOND DIVISION
ABERFORD SCHOOL
Aberford, Leeds, LS25 3BS
(Mixed 11 - 18 Comprehensive)
Required September, 1982, Teacher of History (Scale 1) to teach throughout the school. Ability to teach Social Studies an advantage.
Application forms available in approved cases.
Letters of application to the Headmaster/mistress, giving full details of qualifications and experience, together with the names of two referees, by 18th June, 1982. (61586) 132622

OXFORDSHIRE

COUNTY COUNCIL
CARTERTON SCHOOL
Clanville Road, Oxford OX4 2AU
Required for September, or January, 1983, a Geography teacher, a well qualified, Scale 1, teacher of History and Geography to teach across the ability range including 'O' and 'A' level work. Some Geology an advantage.
Application forms and further details from the Headteacher. SAE please. (61890) 132622

SHROPSHIRE

EDUCATION COMMITTEE
THE JOHN MYDDELTON SCHOOL
Telford (11 - 16, 1130 mixed)
TEACHER OF HISTORY (Scale 1) required for September; opportunity for teaching second subject.
Letters of application with curriculum vitae and names of two referees to the Headmaster, John Hunt School, Glebe Farm Approach, Telford, TF2 7JR (S.A.E. for further details). (40068) 132622

WEST SUSSEX

BOUNDSTONE SCHOOL
Lingfield
(650, 12-18 Comprehensive mixed on one site, with a sixth form of 250 in Sixth Form
Required September, teacher of HISTORY. This successful establishment will be required to teach throughout the age and ability range including 'A' Level work.
Application forms obtainable from the Headmistress (s.a.e.r.e.). (61319) 132622

WARWICKSHIRE

AYLESFORD SCHOOL
Shelley Avenue, Warwick CV34 6LA
Required September, 1983, a temporary teacher as Second in History Department to work in all years, but with special responsibility for sixth form studies. To cover for maternity leave. Scale 2 for suitably qualified and experienced applicant.
Further details from the Head at the school (SAE please). (40025) 132622

Home Economics

Heads of Department

DORSET

GLENMOOR SCHOOL FOR GIRLS
Warwick Avenue, Bournemouth
(700 on roll)
Required January, 1983 or earlier if possible, a well qualified teacher as Head of Needlework (Scale 3) at this 11-18 High School with courses running at both 'O' level and C.S.E. and returnable is well established with high numbers entering each year.
Application forms and further details from the Headmistress on receipt of s.a.e. (61693) 132618

WEST SUSSEX

BOUNDSTONE SCHOOL
Lingfield
(650, 12-18 Comprehensive mixed on one site, with a sixth form of 250 in Sixth Form
Required September, teacher of HISTORY. This successful establishment will be required to teach throughout the age and ability range including 'A' Level work.
Application forms obtainable from the Headmistress (s.a.e.r.e.). (61319) 132622

CUMBRIA

COUNTY COUNCIL
COCKERMOUTH GRAMMAR SCHOOL
(Mixed 13 - 18 years, 378 on roll to be organised as part of a split-site comprehensive school in 1984).
Required for September, 1983, to post of Head of Home Economics Scale 3 (Candidates who could not take up the appointment until January, 1983 will also be considered).
Candidates should have experience of teaching both cookery and needlework to 'A' level.
Further details and application forms from the Head at the School, Cockermouth, to whom completed forms should be returned by 18th June, 1982. (61644) 133018

HAMPSHIRE

OAK FARM SCHOOL
Chaucer Road, Cove, Farnborough, Hampshire
Comprehensive mixed 11 - 16
N.O.R. 900
Required for January, 1983 - Scale 2 post.
Head of Home Economics Department to head the department and to teach Home Economics and Needlework.
Closing date ten days after the appearance of this advertisement.
Letter of application summarising two referees to Head Teacher, with s.a.e. for details. (61915) 133018

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
FRANK HOOKER SECONDARY SCHOOL
Canterbury
(Mixed - Group 10)
Required for September, 1983, a teacher to take responsibility for Home Economics and to develop the department situation. Scale 2 post.
Application forms and further details from the Headteacher (SAE please) to whom completed forms should be returned by Friday 18th June, 1982. (61948) 133020

SOLIHULL

EDUCATION COMMITTEE
BLACKFORD AVENUE SCHOOL
Blackford Avenue, Solihull, West Midlands, B90 3SN
(11 - 16 High School - 800 pupils on roll)
HEAD OF DOMESTIC SCIENCE
Scale 2 required for September, 1982.
Apply immediately by letter with curriculum vitae and names of two referees to the Headmaster. (61934) 133018

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
FRANK HOOKER SECONDARY SCHOOL
Canterbury
(Mixed - Group 10)
Required for September, 1983, a teacher to take responsibility for Home Economics and to develop the department situation. Scale 2 post.
Application forms and further details from the Headteacher (SAE please) to whom completed forms should be returned by Friday 18th June, 1982. (61948) 133020

Scale 2 Posts and above

HUMBERSIDE

EDUCATION COMMITTEE
BEVERLEY DIVISION
HIGHDYKE COMPREHENSIVE SCHOOL
Enderby Road, Scunthorpe
(Head Teacher: C. Ellis
No. on Roll: 950 September, 1982)
Required September, 1983, Teacher of HOME ECONOMICS (Scale 1/2). The successful candidate will be expected to teach up to 'A' Examination standard.
Application forms and further particulars obtainable from the Head Teacher at the school to whom completed forms should returned not later

SECONDARY HOME ECONOMICS
continued

LONDON

TOWER HAMLETS EDUCATION AUTHORITY
SIR JOHN CASS'S FOUNDATION AND RED COAT C.E.(A) SCHOOL
Stepney Way, E1 0RH
01-790 6712
Roll: 800
Headmistress Miss J. M. Hayes.

Required from September or as soon as possible Scale 1 in charge of Textiles. Second in House Studies. 1982. Where work is taught to all boys and girls in this 11-16 mixed School. Options arranged for Dress & Embroidery at CSE, O and A level.

Application form and further details from school necessary. (6810) 135302

Scale 1 Posts

BERKSHIRE

BRAKENDALE SCHOOL
Chequers Way, Woodley, Reading, Berks.
Tel: 0734 696021

Required September 1982. **PART TIME TEACHER ECONOMICS** (Scale 1) with a textiles specialism and willingness to become involved in the areas of the well-equipped Design Centre. This post would suit a newly qualified teacher who is keen to use her knowledge gained at college.

Apply by letter enclosing Curriculum Vitae giving the names of two referees (one if please). Closing date June 21. Berkshire County Council is an equal opportunity employer. (6827) 135028

DERBYSHIRE

EDWIN SWALE SCHOOL
Old Whittington, Chesterfield. S41 9LG

11-16 Mixed Comprehensive

For September. Teacher of Home Economics. Scale 1. Child Care essential, to C.S.E. and O level. Needlework an advantage. Scale 1.

Letters of application, with curriculum vitae and details of referees to the Headmaster. (S.A.E. please).

Derbyshire is an equal opportunity employer. (6787) 135029

DEVON

Please see displayed advertisement on page 59 (4083) 135022

DORSET

THE WOODROFFE SCHOOL
Lyme Regis, Dorset. DT7 3PY
11 - 18 mixed Comprehensive with 878 Students; 180 Boarders; 130 in Sixth Form

Required for September: **TEACHING OF DRESSMAKING/CRAFT** with Physical Education (Scale 1).

This appointment is temporary for one year in the first instance. All needlecraft teaching in suburban house fully furnished specialist area. An active contribution to Games/Outdoor pursuits is sought.

Full details and application form (less photograph) by letter to the Headmaster to be returned by 18th June. (6819) 135024

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Middle Road, Greenford, Middx UB6 9AG

Required for September. **SCALE 1 PE Comprehensive School, teaching for Home Economics.** Scale 1 for teaching the work of the department mainly to 11 - 14 year olds. The post would be particularly suitable for a newly qualified teacher and the ability to contribute to other areas of studies would be an advantage. Applicants should have excellent modern facilities in the new single sex comprehensive 800 Weighting £799.

Apply immediately to Mr. Read at the School with details of qualifications, experience and names and addresses of two referees. (S.A.E.) (6182) 135022

ENFIELD

LONDON BOROUGH OF ENFIELD
EDMONTON AMBROSE FLEMING SCHOOL
The Ride, Enfield, Middx EN3 7QT
Roll 1240 (mixed including 80 in Sixth Form

Required as soon as possible, temporary teacher of **HOME ECONOMICS** and **CHILD CARE** (scale 1). This is a temporary post to cover maternity leave.

London Allowance £482.

Application forms (foolscap S.A.E.) obtainable from the Head Teacher for return as soon as possible. (6809) 135023

ESSEX

MARK HALL COMPREHENSIVE SCHOOL
Harlow, Essex
Teacher of Needlework and Home Economics to join a progressive department.
Please apply by letter with C.V. to Mrs. Christie date 18th June! (6788) 135032

GLOUCESTERSHIRE

REDWICK SCHOOL
Redwick, Nr. Chepstow
11 - 16 comprehensive. 1430 on roll

Required in September, teacher of Home Economics to (fifth-year level, with some lower school, Science or French. Scale 1.

Full applications (two references) to the Headteacher (both days of this advertisement). (6824) 135026

LEICESTERSHIRE

MARY LINWOOD SCHOOL
Tranent Road, Leicester

FABRIC/FASHION NEEDLEWORK

Please see Secondary section under Art & Design.

GWENT

ST. ALBAN'S R.C. COMPREHENSIVE SCHOOL
Pentrycod
HOME ECONOMICS. Teacher from a specialist Home Economics college required to join the staff of this well-equipped department. A.V. and C.D.T. level work with a possibility of A level work available. Development department which is providing courses in Home Making, Child Care and participating in basic design and integrated studies course.

Application forms and further information from the Headmaster or St. Alban's R.C. Comprehensive School, The Park, Pontypool. To be returned by Friday, 18th June.

Interviews by Father Lewis and Mr. Evans at the Presbytery, Fairchill, Council's Agent, Fairwater, Cwmbran, Gwent. (6803) 135022

HAVERING

LONDON BOROUGH OF HAVERING
HAVERING SIXTH FORM COLLEGE
Wingletye Lane, Hornchurch RM11 3TB
Tel: Hornchurch 58655 (Tel) 860 CsEdW Grantham B.Sc.

HOME ECONOMICS Scale 1 required September 1982 to teach to 'A' level, plus an interest and ability to teach Needlecraft and Child Care. The post involves teaching across the full age and ability range in a well established department.

Letters of application should be sent to the Head teacher giving full curriculum vitae and details of referees. Closing date 14 days after the appearance of this advertisement. (6141) 135032

HUMBERSIDE

EDUCATION COMMITTEE
EDUCATION DIVISION
BRIDLINGTON COMPREHENSIVE SCHOOL
Bridlesmith Gate, Bridlington, North Humberside YO16 4QU
No. on Roll: 950
Required September, 1982. Teacher of **HOME ECONOMICS** (Scale 1). The successful candidate will be expected to teach up to 'A' examination standard.

Application forms and further particulars obtainable from the Head Teacher at the School to whom completed forms should be returned not later than 14th June, 1982 (f.s.e.e. please). (6181) 135029

HUMBERSIDE

EDUCATION COMMITTEE
EDUCATION DIVISION
TRINITY SCHOOL
Trinity Road, Scunthorpe
Required for September, 1982:
TEMPORARY QUALIFIED TEACHER OF HOME ECONOMICS to replace the present holder of the post during a period of maternity leave.

Application forms and further information may be obtained from the Head Teacher at the School to whom they should be returned within 10 days of this advertisement. (6045) 135027

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
ROBERT BLOCKHAM SCHOOL
Roll 1450

Required for September a teacher of Home Economics, Scale 1 to teach to C.S.E. and O level.

Further details and application form from Mr. G.F.H. Headmaster, Robert Blockham School, Lands Road, Gillingham, Kent (s.a.e. please) closing date 14th June, 1982. Applications late 18th June.

HAVERING

LONDON BOROUGH OF HAVERING
RAINHAM MARK CE(A) SCHOOL
Co-educational secondary (880 pupils - 210 in Sixth Form)

Required for September, a teacher of Home Economics, Scale 1 to share in the teaching of the work of the department mainly to 'O' level. The post would be particularly suitable for a newly qualified teacher and the ability to contribute to other areas of studies would be an advantage. Applications immediately to the Head at the School with details of qualifications, experience and names and addresses of two referees (S.A.E.) (6182) 135022

HUMBERSIDE

EDUCATION COMMITTEE
EDUCATION DIVISION
HODGSON COMPREHENSIVE SCHOOL
Elderby Road, Scunthorpe
Head Teacher: Mr. J. Lemmon
No. on Roll: 950
Required September, 1982. Teacher of **HOME ECONOMICS** (Scale 1). The successful candidate will be expected to teach up to 'A' examination standard.

Application forms and further particulars obtainable from the Head Teacher at the School to whom completed forms should be returned not later than 14th June, 1982 (f.s.e. please). (6181) 135029

HUMBERSIDE

EDUCATION COMMITTEE
EDUCATION DIVISION
TRINITY SCHOOL
Trinity Road, Scunthorpe
Required for September, 1982:
TEMPORARY QUALIFIED TEACHER OF HOME ECONOMICS to replace the present holder of the post during a period of maternity leave.

Application forms and further information may be obtained from the Head Teacher at the School to whom they should be returned within 10 days of this advertisement. (6045) 135029

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
ROBERT BLOCKHAM SCHOOL
Roll 1450

Required for September a teacher of Home Economics, Scale 1 to teach to C.S.E. and Nutrition through-out the school to C.S.E. and 'O' level.

Further details and application form from Mr. G.F.H. Headmaster, Robert Blockham School, Lands Road, Gillingham, Kent (s.a.e. please) closing date for applications 18th June, 1982.

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Salton Lane, London E13 8PR
Mixed Comprehensive
Chamberlain
Roll (inc. sixth) 1140

HOME ECONOMICS
Scale 1 required September, 1982, to teach to 'O' level and C.S.E. Child Care and Needlework would be an advantage. First appointment.

LONDON ALLOWANCE: £1196.

Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by Friday, 18th June, 1982.

LONDON BOROUGH OF NEWHAM
EDUCATION OFFICE
STRATFORD SCHOOL
Salton Lane, London E13 8PR

NORTH YORKSHIRE

COUNTY COUNCIL
LADY LUMLEY'S SCHOOL
Swainpeas Lane, Pickering YO18 8NG
11 - 18 mixed comprehensive for 1250 students (Sixth Form 135)
situated in an attractive market town on the southern edge of the North York Moors.

Required for September, 1982, teacher of **COOKERY & ART.** Scale 1.

Application forms and further details are available from the Headmaster at the school (s.a.e. please) to whom completed forms should be returned within fourteen days of the appearance of this advertisement. (6052) 135022

NORTH YORKSHIRE

COUNTY COUNCIL
RIPON CITY SCHOOL
Clotherholme Road, Ripon
Group 10, 11-16 mixed secondary modern
Required for September 1982, teacher of **HOME ECONOMICS** Scale 1. The successful applicant will be required to teach needlework and cookery, but to be a needlework specialist.

Applications immediately by letter with full curriculum vitae and with two referees to the Headmaster. (4058) 135022

NORTHAMPTONSHIRE

CORBY QUEEN ELIZABETH'S SCHOOL
Oakley Road, Corby
Northampton NN17 1NE

Required for September at this 11-18 comprehensive, 1,800 pupil, well qualified teacher of **HOME ECONOMICS** (Scale 1).

The school has flourishing courses in Home Economics and Child Care and Development and first-class practical facilities.

Housing is readily available in the area.

Further details and application form are available from the Headmaster. (SAE please). (6207) 135029

NORTHAMPTONSHIRE

WELLINGBOROUGH WEAVERS SCHOOL
Weavers Road,
Wellingborough, Northants NN8 4JG

Required for September a teacher of Home Economics (Scale 1) to teach the subject throughout this no-nonsensational 11-18 comprehensive school of 1125 pupils (100 in the 6th form).

The department enjoys excellent facilities and there are established courses for CSE, O level and 'A' levels. The successful applicant must be able to offer both Physics and Mathematics and Needlecraft to all forms and Needlework to all textiles and some Cookery would be an advantage.

The school has a rich and flourishing extra-curricular life to which the Home Economics department makes a significant contribution.

Further details and application form available from the Headmistress (s.a.e. please). (6807) 135028

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. ANSELM'S R.C. SCHOOL
Grotton, Oldham
Required as soon as Possible for this 11-16 mixed 18 mixed comprehensive school of about 700 pupils, SCALE 2 teacher of **DOMESTIC SCIENCE**. Priority Allowance payable.

Send s.a.e. for application form to the Head at the school, returnable to him immediately. (6388) 135026

OXFORDSHIRE

COUNTY COUNCIL
JOHN MASON SCHOOL
Wootton Road, Abingdon
Mixed Comprehensive 11 - 18
Roll 1070

Required for September 1982 an enthusiastic teacher of Home Economics, who will specialise in the teaching of CSE, 'O' and 'A' level courses as well as lower school work. The ability to offer Needlework and Parentcraft will be an advantage.

Apply by letter to the Headteacher stating qualifications and experience and names of two educational referees. (A.A.E. please). (6012) 135022

OXFORDSHIRE

COUNTY COUNCIL
ABBEY SCHOOL
Seacourt Road, Abingdon
Group 5 715 on roll

Required for September, 1982, Home Economics Teacher for the 11 - 16 mixed school, Scale 1. Teaching in all year groups. The successful applicant are offered an attractive post with C.S.E. and O.C.E. courses.

Apply by letter with details of qualifications and experience, particularly in other subject areas. (S.A.E. please). (6148) 135024

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
LOXFORD SCHOOL
Loxford Lane, Ilford, IG1 2UD
Tel: 01-553 4484

Head: B. R. M. Markerian, B.A., D.M.A.

Required from September, 1982, a teacher of Home Economics, preferably well-established, to share responsibility for Community Service with present Needlework Teacher. Duties in this large, mixed comprehensive school (1,600 pupils) should be shared between teaching and organising the post is to go Scale 2 with London and B.R. allowances.

Applications should be made on the appropriate form obtainable from the School, giving full details of qualifications, names, addresses and telephone numbers of two referees to reach the School by 18th June, 1982.

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
LOXFORD HIGH SCHOOL
Loxford Lane, Ilford, IG1 2UD
Tel: 01-553 4484

Head: B. R. M. Markerian, B.A., D.M.A.

Required from September, 1982, a teacher of Home Economics, preferably well-established, to share responsibility for Community Service with present Needlework Teacher. Duties in this large, mixed comprehensive school (1,600 pupils) should be shared between teaching and organising the post is to go Scale 2 with London and B.R. allowances.

Applications should be made on the appropriate form obtainable from the School, giving full details of qualifications, names, addresses and telephone numbers of two referees to reach the School by 18th June, 1982.

SOLIHULL

EDUCATION COMMITTEE
KINGSHURST SCHOOL
Bruston Avenue, Solihull
Mixed 11-16 comprehensive
11-16 All-ability school — 800 pupils on roll.

DOMESTIC SCIENCE TEACHER. Scale 1 Required for September, 1982.

Apply immediately by letter with full curriculum vitae and names of two referees to the Headmaster. (6153) 135024

STAFFORDSHIRE

EDUCATION COMMITTEE
THE BLAKE SCHOOL
Stretton Road, Hednesford, Cannock, WS12 4JH

HOME ECONOMICS TEACHER (Scale 1) required. Applications are invited from experienced teachers who can develop a Life Skills course within the framework of the Home Economics department. In particular emphasis is laid upon the ability to devise skills in homemaking and home management.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

All applicants are asked to note that it is the County Council's policy that it is available for their employees to be members of an appropriate Trade Union. (6045) 135022

Humanities

Scale 1 Posts

CUMBRIA

COUNTY COUNCIL
MILLOM SCHOOL
Bartoms Road, Millom
(Mixed comprehensive, 11 - 18 yrs 870 on Roll)

Required for September, 1982, for one year only, temporary full-time teacher of General Studies to cover Geography and History. Scale 1.

Apply by letter with full details of qualifications and interests to the Headteacher of School within 10 days of this advertisement. (6157) 135022

EAST SUSSEX

COUNTY COUNCIL
CASTLEFIELD NEWMAN R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Mixed Secondary Modern 11-18
NOR: 1670

Required for September, Teacher of Geography/History able to teach to 'O' level. Scale 1.

Application forms from and for return to, the Headmaster (s.a.e. please). (6150) 135022

HAMPSHIRE

FORT HILL SCHOOL
Kenilworth Road,
Basingstoke, Hants, RG23 8JG

A new comprehensive and community school) 11-16 years, with a 6th form intake.

Required September, 1982 Temporary Scale 1 Teacher of Humanities including History to undertake examination work. Subsidiary teaching in English also required.

Letter of application and c.v., mentioning two professional referees to Headmaster. (6151) 135022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
KNOLE ACADEMY
Egerton Avenue, Rexiable, Sevenoaks
Group 11, 11 - 18 Mixed Comprehensive

Required for September 1982 a Social Science graduate to teach within the coordinated Humanities programme leading to C.S.E. examinations and to 'O' and 'A' level Sociology.

Apply by letter to the Headmaster, enclosing a c.v. and the names and addresses of two referees, enclosing a S.A.E. for further details. (6026) 135022

LEICESTERSHIRE

LUTTERWORTH GRAMMAR SCHOOL AND COMMUNITY COLLEGE
Bitteswell Road,
Lutterworth, Leics.

In the Leicestershire plan for the re-organisation of secondary education. 14 - 18 Upper.

SCALE 2

HUMANITIES - SCALE 1

Required August, teacher of Humanities with interest in the needs of the less able.

Further details from the Head. Apply immediately (no forms) with full curriculum vitae and names and addresses of two referees (R.A.E.). (6068) 135022

LEICESTERSHIRE

ALDERMAN NEWTON'S SCHOOL
Clarendon Road, Leicester, LE2 3AN
Roll 1070 (including 200 in Sixth Form)

HUMANITIES
Scale 1

Required August: teacher of Humanities (social studies) with religious education and history to share.

Further details from the Head. Apply immediately (no forms) with full curriculum vitae and addresses of two referees (R.A.E.). (6068) 135022

Mathematics

Heads of Department

WARWICKSHIRE

STRATFORD-UPON-AVON SCHOOL

Senior Teacher Appointment

Secondary Grammar Boys

Position Vacant

BRENT

LONDON BOROUGH OF BRENT
CLAREMONT HIGH (MIXED) SCHOOL
Claremont Avenue, Kenton, Harrow HA3 0UN
Mixed 1100, 11 - 18, 180 in Sixth Form)

Required from September, 1982, a temporary **HEAD OF MATHEMATICS** (Scale 4). A well qualified and experienced graduate to lead a successful department and teaching across the whole ability range. Flourishing 'A' level courses are offered in Mathematics, Pure Mathematics, Applied Mathematics, Computer Science and Education and Psychology.

London Allowance of £759 per annum is payable. Applicants are fundamentally committed to multicultural education.

Application forms (6AE) obtainable from the Head-teacher, returnable within 10 days. (40064) 135418

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
BRANSHOLME HIGH SCHOOL
Hedon Avenue, Leads
Road, Hull
Tel: 0482 74 2111

Required for January, 1983, an experienced **MATHEMATICS** (Scale 4 or Senior Teacher).

This successful and enterprising 11-18 school has a team of specialists pursuing G.M.S. courses and is developing Computer Studies.

Scale 4 post is available for responsibilities with respect to curriculum development and evaluation.

The 9 mixed sixteen-form entry comprehensive school with 1570 pupils and 13 - 18 years.

Application forms and further particulars may be obtained from the Head Teacher whom completed forms should be returned by 25th June 1982. (6195) 135414

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
Technical and Training Division
WEALD OF KENT GRAMMAR SCHOOL FOR GIRLS
Tudeley Lane, Tonbridge, TN9 2JP
Tel: Tonbridge 352819

Required January, 1983, Head of Mathematics department. Scale 4 in this girls' Selective School (11 - 18, 630 on roll).

Please apply by letter to the Headmistress giving curriculum vitae and names and addresses of two educational referees. (6036) 135418

NORFOLK

GAYWOOD PARK HIGH SCHOOL
Queen Mary Road, King's Lynn, PE30 4QG

No on Roll: 1500 mixed (Sixth Form 187 years.

SCALE 4 HEAD OF MATHEMATICS

Experienced Graduate required September, 1982 or January, 1983. The successful applicant will also have general responsibility for Computer Studies. Generous removal expenses paid within Authority's scheme.

Apply by letter giving names of two referees and curriculum vitae to the Headmaster for further details and application forms. Please send S.A.E. Closing date: 18th June, 1982. (40063) 135418

NORFOLK

WYMONDHAM HIGH SCHOOL
Folly Road, Wymondham, Norfolk
11 - 16 all ability 900 mixed

SCALE 3 HEAD OF MATHEMATICS

Required for January, 1983, an experienced teacher to take charge of the Maths Department (Scale 3) with responsibility for courses beyond the O.C.E. 'O' level. Mixed ability stage. A Scale 4 post is available as co-ordinator of Analytical Studies combining Mathematics and Science and the successful candidate will be offered an immediately eligible for consideration.

Application forms and further details from and returned to the School. (40061) 135414

London Borough of Sutton
Education Department

Peripatetic Mathematics Teacher–Scale 3

Required September 1982 or January 1983, a well qualified and experienced teacher of Mathematics to join a small team of peripatetic staff in Borough High Schools.

This is a permanent appointment to the Council and the successful applicant may work in one or more schools in an educational year. The ability to adapt quickly to a school is essential.

Mathematics is taught in all schools to CSE and GCE 'O' levels, many to GCE 'A' level, and some offer computing and statistics.

Casual car user allowance payable.

Apply by letter to the Director of Education (Ref. PAA(e)),The Grove, Carshalton, Surrey SM5 3AL enclosing a curriculum vitae and names and addresses of two referees.

SECONDARY MATHS
continued

WARWICKSHIRE

SOUTHAM SCHOOL
Wells Road, Southam, Leamington Spa, CV33 0JW

Required September, 1982, a temporary Scale 2 teacher of **Computer Studies** and **Mathematics**.

Apply immediately to the Head at the school (SAE please). (40024) 135420

Scale 1 Posts

AVON COUNTY

PRIORY SCHOOL
Queen's Way, Weston-super-Mare
Mixed comprehensive 1140 (Now 1200)

Required September 1982, teacher of Mathematics, Scale 1, to join in teaching in modern mathematics in mixed-ability groups.

Apply by letter to Headmaster, stating age, experience including curriculum vitae, and naming two referees. Please also apply for further details (40052) 135022

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
HAVERBROOK COMPREHENSIVE SCHOOL
Lodge Avenue, Dagenham, Essex RM8 2JS
Tel: (01) 1306)

Required September 1982 **MATHEMATICS** - A suitably qualified teacher. Scale 1 Scale

London Addition £739 p.a. Reimbursement of removal expenses in approved cases.

Apply in writing immediately to the Headteacher including full curriculum vitae and names of two referees, one of whom should be the most recent employer if immediate past employer. (81606) 135422

BARNET

LONDON BOROUGH OF BARNET
HENDON DOUGLASS R.C. SCHOOL
Queen's Road, N.8, (01-444 5211)

(A Mixed Comprehensive. Roll 1080. Sixth Form 200 Required September 1982.

Teacher of **MATHEMATICS** Scale 1. Opportunity to teach all ages and abilities in an enthusiastic and successful department. A closely worked for suitably qualified candidate would, if interested, be able to teach well resourced computer studies course.

Is approved, base assistance may be given towards its payment, and also for expenses and separation allowance.

Apply in writing to Head Teacher with c.v. and names of two referees.

A.E. Director of Educational Services. (40106). 135422

BEDFORDSHIRE

NORTHERN AREA
ST THOMAS MORE R.C. UPPER SCHOOL
Two Counties, Bedford
Mixed 11-16 (Roll 770)

Required for September, 1982, a temporary teacher of Mathematics to cover for maternity leave of the present holder. The successful candidate will join a team of seven and will be established to C.S.E. and O.C.E.

Application forms and further details from the Headteacher (s.a.e.) to whom completed forms are to be returned immediately. (81967) 135422

BERKSHIRE

THREE PLATT DIVERSIFIED SCHOOL
Three Platt, Bracknell, Berks RG42 2QE
(Provisional)

Required September, 1982, Teacher of **MATHEMATICS** to some Science (Initially) Scale 1 with a willingness to teach Chemistry, Biology or Computer Studies to depend on qualifications and experience. Applicants should have a degree or equivalent. Responsibility allowance. Removal and lodging allowances in approved cases.

Please apply immediately to the Headteacher, stating age, qualifications, experience, and relevant information, and naming two referees. Berkshire County Council is an equal opportunity employer. (82006) 135422

BERKSHIRE

BRAKENDALE SCHOOL
Chequers Way, Woodley, Reading, Berks.
Tel: 0734 696021

Required September 1982 **PART TIME TEACHER OF MATHEMATICS** (Scale 1) with a willingness to become involved in the areas of the well-equipped Design Centre. This post would suit a newly qualified teacher who is keen to use her knowledge gained at college.

Apply by letter enclosing Curriculum Vitae giving the names of two referees (one if please). Closing date June 21. Berkshire County Council is an equal opportunity employer. (6827) 135028

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
SCALE 1 MATHEMATICS
Stantonbury Campus, Milton Keynes
Mixed Comprehensive
Head: Mr. Newport Pagnell
Roll 1,200 (Sixth Form 300)

Required September, 1982, a Scale 1 teacher of Mathematics to share in the teaching of mathematics to all ages and abilities in a large mixed comprehensive school. Applicants should be prepared to teach Computer Studies to 'O' level.

Apply in writing to Head Teacher with c.v. and names of two referees.

CROYDON

LONDON BOROUGH OF CROYDON
OVERBURY HIGH
Canbury Crescent, New Addington, Croydon CR0 9AA
Required September 1982, Teacher 1st Scale Mathematics to share in the teaching of mathematics to all ages and abilities. Applications by letter to Headteacher (s.a.e.) to whom completed forms should be returned. (6197) 135422

CROYDON

LONDON BOROUGH OF CROYDON
SYLVAN HIGH
Mabel Road, London SE19 3JH

Telephone: 01-771 9261

Tenable: 1 September, 1982

Teacher of Mathematics required in this co-educational 11 - 16 High School, with an ability to teach Mathematics to 'O' level and C.S.E. standard is essential.

SALARY Burnham Scale 1 with London Area Allowance

Please send S A E for application form and returnable to the Head Teacher at the above address as soon as possible. (40029)

BUCKINGHAMSHIRE

COUNTY COUNCIL
THE MANDEVILLE COUNTY SECONDARY SCHOOL
Churchill Avenue, Aylesbury
Head Teacher: D.G. Baker B.A.
Built 1936
Scale: Scale 1 Under Maintenance
Required: September, teacher of Mathematics to join a mutually supportive department in this expanding and modern school. Well qualified graduate to teach Mathematics and Computer Studies to C.S.E. standard is essential. Ability also to teach Physics would be a decided advantage.

SALARY Burnham Scale 1 With London Area Allowances.

Please send S A E for application form (from and returnable to the Head Teacher at the above address as soon as possible. (81813) 135422

BURY

METROPOLITAN BOROUGH OF BURY
RADCLIFFE HIGH SCHOOL
Alden Street, Radcliffe, Manchester
Required for 1st September, 1982:

MATHEMATICS (Scale 1) to teach throughout the school and further details obtainable from and applications to the Head Teacher at the school by 18th June, 1982. (6156) 135422

CAMBRIDGESHIRE
NORTHERN AREA

NEALE-WADE SCHOOL
The Avenue, March, Cambs. PE15 8PP

Group 10

Roll 470 including 200 in 6th form

To be reorganised in September, 1982, as a Group 12 school with 900 on roll 1,140 + 200 in 6th form.

Required for September, 1982: Scale 1 Mathematics teacher with some work would be available for 'A' level applicant.

Further details (S.A.E. 1st class) available from the Head Teacher at the school. Applications by letter to Mr. G.C. Bell to whom letters of application and curriculum vitae should be sent within 10 days of this advertisement. (6179) 135422

CORNWALL

EDUCATION COMMITTEE
HUMPHRY DAVY SCHOOL
Alverton Road, Penzance, Cornwall TR18 4TG
Mixed 11-18
No on Roll: 1800
Headteacher: J. M.P. Byrne

MATHEMATICS SCALE 1

Temporary appointment for one year commencing September, 1982, to teach Mathematics to pupils in a well established sixth form.

Letters of application, together with the names and addresses of two referees should be sent to the Headteacher as soon as possible. (6189) 135422

CROYDON

LONDON BOROUGH OF CROYDON

SYLVAN HIGH
Mabel Road, London SE19 3JH

Telephone: 01-771 8861

Tenable: 1 September, 1982

Teacher of Mathematics and Computer Studies required in this co-educational 11 - 16 High School. An ability to teach Mathematics and Computer Studies to 'O' level and C.S.E. standard is essential. Ability also to teach Physics would be a decided advantage.

SALARY Burnham Scale 1 With London Area Allowances.

Please send S A E for application form from and returnable to the Head Teacher at the above address as soon as possible. (40035) 135426

CROYDON

LONDON BOROUGH OF CROYDON
JOHN RISKIN HIGH
Upper Shirley Road, Croydon CR9 5AG
Tel: 01-656 0984.

Tenable: 1st September, 1982
Required for this mixed Comprehensive High School 14 - 18 a Graduate Mathematician able to teach to all abilities including Pure Maths to 'A' level and either Applied Maths or Statistics to 'A' level. Ability to help with Computer Studies an advantage. A good share of 'A' level work is available in this school which has a 6th form of over 300.

SALARY Burnham Scale 1

With London Area Allowances. Please send S A E for application form from and returnable to the Head Teacher at the address as soon as possible. (6197) 135422

DEVON

Please see displayed advertisement on page 59 (4083) 135022

DORSET

THE ORANGE SECONDARY SCHOOL
Comprehensive 11-16)
Sherborne, Dorset (Girls)
Required August for Mathematics

Scale 1 Teacher of Mathematics able to also offer Science.

Application forms and further particulars from the Headmistress (s.a.e. please). (6197) 135422

CROYDON

LONDON BOROUGH OF CROYDON

SYLVAN HIGH
Mabel Road, London SE19 3JH

Telephone: 01-771 9261

Tenable: 1 September, 1982

Teacher of Mathematics required in this co-educational 11 - 16 High School, with an ability to teach Mathematics to 'O' level and C.S.E. standard is essential.

SALARY Burnham Scale 1 with London Area Allowance

Please send S A E for application form from and returnable to the Head Teacher at the above address as soon as possible. (40029)

CROYDON

LONDON BOROUGH OF CROYDON
ST JOSEPH'S COLLEGE
Beulah Hill, Upper Norwood, SE19

Tel: 01-761 1426/7

Tenable: 1st September, 1982

RC Voluntary Aided School, 1100 boys (11-18) 600 in Sixth Form conducted by the De La Salle Brothers

Mathematics teacher to fold a large and very successful team. Mixed ability groups and setting used where discipline and standards are highly valued. S.M.P. is used throughout the C.S.E. courses in Computer Studies in one of the three branches of G.C.E. work. Opportunity to take up these courses in the sixth form. Vacancy due to promotion.

Please send curriculum vitae and names of referees to the Headmaster as soon as possible.

Salary – Burnham Scale 1, with allowance for Inner London. (81974)

CROYDON

LONDON BOROUGH OF CROYDON
OVERBURY HIGH
Canbury Crescent, New Addington, Croydon CR0 9AA
Required September 1982, Teacher 1st Scale Mathematics to share in the teaching of mathematics to all ages and abilities. Applications by letter to Headteacher (s.a.e.) to whom completed forms should be returned. (6197) 135422

DEVON

DONCASTER

ADWICK SCHOOL
Windmill Bank Lane, Woodlands, Doncaster, DN6 7RF

Tel: 0302 722237

Required for September, 1982, a teacher of Mathematics graduate preferred although not essential; ability to teach Physics or Computer Studies an advantage.

Adwick School is a mixed comprehensive school of 1600 pupils with approximately 300 pupils in a well established sixth form.

Letters of application, together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (81989)

DORSET

BEAUFORT SCHOOL
Beaufort Road, Bournemouth
Tel: 0202 Bournemouth

Required for September 1982: **MATHEMATICS** - Scale 1 Teacher of Mathematics. Scale 1

Application forms and further details may be obtained from the Headmaster (s.a.e.) to whom completed forms should be returned by 18th June 1982. (6202) 135424

DORSET

THE WOODROFFE SCHOOL
Lyme Regis, Dorset. DT7 3PY
11 - 18 mixed 878 Students; 180 Boarders; 130 in Sixth Form

Required for September, 1982, a Graduate Mathematician able to teach to all abilities including Pure Maths to 'A' level and either Applied Maths or Statistics to 'A' level. Ability to help with Computer Studies an advantage. A good share of 'A' level work is available in this school which has a 6th form of over 300.

SALARY Burnham Scale 1

With London Area Allowances. Please send S A E for application form from and returnable to the Head Teacher at the address as soon as possible. (6197)

DORSET

THE GRANGE SECONDARY SCHOOL
Comprehensive 11-16)
Sherborne, Dorset (Girls)
Required August for Mathematics

Scale 1 Teacher of Mathematics able to also offer Science.

Application forms and further particulars from the Headmistress (s.a.e. please). (6197) 135422

EAST SUSSEX

COUNTY COUNCIL
DRIVE COMMUNITY COLLEGE
Wadhurst, TN5 6DA
(Mixed Comprehensive 11 - 18, 840 on roll)

Required September, 1982, Teacher of Mathematics. Scale 1

Application forms (s.a.e. please) from Principal. (Closing date 18th June, 1982). 135426

EAST SUSSEX

COUNTY COUNCIL
RINGMER SCHOOL
Ringmer, Lewes, BN8 5NE
Required for September. If possible, teacher of Mathematics (Scale 1) in this rural 11 - 16 comprehensive school, to share in the teaching throughout the school. Applications are invited from both experienced and newly qualified teachers. Relocation grants available in approved cases.

Further details and application forms (s.a.e. please) from the Headmaster. (6199) 135422

EAST SUSSEX

COUNTY COUNCIL
BEAFORD HEAD HIGH SCHOOL
Bridel Road, Seaford, BN25 4JQ
Co-educational Comprehensive, mixed, 11 - 18, 1750 pupils.

Required from September, 1982, Teacher of Mathematics (Scale 1) to join a large and successful department.

Relocation grants available in approved cases.

Further details and application forms from the Headmaster. (6196) 135422

EAST SUSSEX

COUNTY COUNCIL
UCKFIELD SCHOOL
Downsview Crescent, Uckfield TN22 1PJ

Required from September, Mathematics Teacher (Scale 1) in this developing rural comprehensive school, mixed 11 - 18 split site.

Relocation grants available in approved cases.

Further details and application forms from the Headmaster. (6198) 135422

EAST SUSSEX

COUNTY COUNCIL
BEACON HILL SCHOOL
Beacon Road,
Crowborough TN6 2AS
(Mixed Comprehensive 11 - 18 1560 on roll)

Required September, 1982, Teacher of Mathematics. Scale 1

Knowledge of Computer Mathematics an advantage. Unusual system of pastoral care operates.

Relocation grants available in approved cases.

Letter of application to Headmaster as soon as possible. (6200) 135422

ESSEX

THURSTABLE SCHOOL
(Roll 1150 - 16 - 18)
Maldon Road, Heybridge, Colchester CO5 0BW

Required for September, 1982, a teacher of Mathematics to teach all through the school. Ideal to 'O' level, CSE graded tests. Computer facilities available. Strong support.

ASSISTANT TEACHER IN MATHEMATICS. SCALE 1

Temporary Scale 1 for one instance, from early October, Mathematics department. Two sets of studies up to 'O' level exam to 'A' level. C.S.E. exam taste, some 6th form work possible: the post could be permanent if the strong department wishes.

JOHN PAYNE R.C. COMPREHENSIVE SCHOOL
Dunmow Road, Lane, Chelmsford
(Roll 1,000)

MATHEMATICS, SCALE 1

Graduate Maths teacher required to teach up to 'A' level.

HELENA ROMANES SCHOOL
Peregrine Avenue, Great Dunmow
(Roll 1,000/1361)

TEACHER OF MATHEMATICS, SCALE 1

Graduate Mathematics Specialist required to teach up to and including 'A' level. Applicants should be capable of teaching to Computer Science level, use microcomputers, possess a flexible approach and have a keen interest in pastoral care. Two microcomputers, purpose-built, are housed in purpose-built, are housed in school midway London - Cambridge.

SIR CHARLES LUCAS SCHOOL
Peldon Road, Colchester
(Roll 1700)

Mayberry Avenue, Colchester

Required September 1982: **MATHEMATICS: SCALE 1** Mathematics Specialist required to teach throughout the school. Excellent opportunities for professional development.

MAYFLOWER SCHOOL
Mayflower Road, Billericay, CM12 0RT
(Roll 811/613)

MATHEMATICS, SCALE 1

Salary fringe Area Allowance

SECONDARY MATHS
continued

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
Bath Road, Cranford, Hounslow TW4 9PT
Tel: 01 897 3001
Head: Mrs. Agnes Jones BA
Required for September 1982:
3 Teachers of Mathematics
Scale 1. (a) Permanent post; (b) For two terms to cover maternity leave.
The Cranford Community School is a fully comprehensive superbly equipped purpose-built Community School. The Mathematics Department has six suited rooms including a Computer Laboratory. There are currently 55 'A' level students and courses for pupils of all abilities.
LONDON ALLOWANCE: £498 p.a.
For full details apply with curriculum vitae and stamped addressed foolscap envelope to the Head as soon as possible. (35576) 133422

HOUNSLOW
CHISWICK SCHOOL
Burlington Lane, Chiswick W4
Tel: 01-747 0031
HEADTEACHER: Mr B S Hurrell, B.Sc.
REQUIRES FOR SEPTEMBER 1982
MATHEMATICS TEACHER, SCALE 1.
An enthusiastic teacher is sought to join a well-established department. Candidates should state to which age range they are most prepared to teach, as the opportunity exists for a wide range of ability and levels. A good syllabus is taught to Ordinary, Advanced and Further Mathematics levels. Access is available to the School's Computers, and to the Borough's Computer Bureau. Plans are advanced for a Mathematics Laboratory in the new suite of rooms available.
LONDON ALLOWANCE: £498 p.a. CLOSING DATE WITHIN 7 DAYS.
Applications from newly qualified teachers would be welcomed. Letters of application in the first instance to the Headteacher, giving details of qualifications and names and addresses of two referees (stamped addressed foolscap envelope, if possible).
(35757) 133426

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE GIRLS' GRAMMAR SCHOOL
Boothferry Road, Scunthorpe
Head Teacher: Mrs. L. Teed
No. on Roll: 1,000
Applications are invited for a Scale 1 post to teach Mathematics to the Upper School to teach MATHEMATICS. The post will be primarily for 'O' level and C.S.E. courses to the subject, but interest/expertise in the subject up to A level which is a developing area of the curriculum would be an additional asset.
Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned not later than 14th June, 1982 (f.s.a.e. please).
(61911) 133422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BRANSHOLME HIGH SCHOOL
Bransholme Centre, Bransholme
Midmere Avenue, Leads Road, Hull
Head: C. E. Daniels M.A.
Required for September, 1982:
A Scale 2 teacher of MATHEMATICS
Scale 1.
An enthusiastic teacher is sought to join a well-established department. Candidates should state to which age range they are most prepared to teach, as the opportunity exists for a wide range of ability and levels. A good syllabus is taught to Ordinary, Advanced and Further Mathematics levels. Access is available to the School's Computers, and to the Borough's Computer Bureau. Plans are advanced for a Mathematics Laboratory in the new suite of rooms available.
LONDON ALLOWANCE: £498 p.a. CLOSING DATE WITHIN 7 DAYS.
Applications from newly qualified teachers would be welcomed. Letters of application in the first instance to the Headteacher, giving details of qualifications and names and addresses of two referees (stamped addressed foolscap envelope, if possible).
(35757) 133426

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON HIGH SCHOOL
Kingston Road, Hull Division
REQUIRES FOR SEPTEMBER 1982
Chemistry Teacher, Scale 3
Required for September, 1982 a graduate Chemistry teacher to teach Chemistry to 'O' and 'A' level candidates. Ability to contribute to the Science Course is desirable.
Mathematics Teacher, Scale 2
Required for September, 1982 a graduate Mathematics teacher to teach Mathematics to 'O' and 'A' level candidates.
Application forms and further details are available from the Head Teacher, Mr. R. Hall, to whom completed forms should be returned by 25th June, 1982.

LEICESTERSHIRE
ST. MARTIN'S R.C. HIGH
Stoke Golding, Nuneaton, Warks.
In the Leicestershire plan for the reorganisation of secondary education.
13 High
1,100 on Roll
MATHEMATICS AND RELIGIOUS EDUCATION
SCALE 1 Temporary
Required September, for one year only to cover secondment.
Further details from the Head Teacher (application in the form of letter with full particulars, and names and addresses of 2 referees (SAE).
(61911) 133422

LEICESTERSHIRE
THE BOSWORTH
Leicester Lane, Desford, Leicester
In the Leicestershire plan for the re-organisation of secondary education. 14 - 18 Comprehensive
ROLL 1350 (357 in sixth form)
MATHEMATICS - SCALE
Required August, mathematician to teach to all abilities within the sciences faculty/department. Interested candidates should have a degree or equivalent and traditional 'A' level.
Further details from the Head. Apply immediately (no formal) with full particulars and names and addresses of two referees (SAE).
(61911) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent
11 - 16 form Comprehensive
School roll 900
Required for September, 1982 two teachers of Mathematics (Scale 1) for this busy High School to teach across the whole age and ability range. The school teaches the full range of 'O' Level and Certificate of Extended Level statistics and computer studies now available to the curriculum. Applicants should state which age range they are interested in teaching.
Please apply by letter with full curriculum vitae and two references to the Headmaster at the school.
CANTERBURY DIVISION
FRANK MONTGOMERY SECONDARY SCHOOL
Sturry, Canterbury, Kent
Required as soon as possible at this Secondary Modern School of 800+ pupils, a Mainstreaming Specialist to teach S.M.P. and Arithmetic across the full ability range and to CSE and 'O' level standards. An interest in Computer Studies would be an advantage but is not essential. A Scale 3 could be available for the right candidate.
Applications by letter to the Headmaster, Mr. R.S.J. Chapman, M.A., at the School, Broadmead Lane, Sturry, Canterbury, naming two referees and giving details of other suitable interests.
THANET DIVISION
ST. ANTHONY'S GRAMMAR SCHOOL
Northdown Road, Margate
700 boys. 6th Form 200
Required for September, graduate to teach Maths. in very successful dept. to A-Level work available if desired; both traditional and more modern courses are taught. Evidence that computing would be valuable but is not essential. Some commitment to extra curricular activities. The position would suit a probationer but should be experienced candidates be available. Salary Scale 2 possibly Scale 3.
Apply as soon as possible to the Headmaster at the School with curriculum vitae and names and addresses of two referees. Informal visits welcomed. Applications acknowledged in first instance - 0843 31075.
THE HARVEY GRAMMAR SCHOOL
Folkestone.
Headmaster: B. Waller, B.A.
Required September, a GRADUATE to teach up to A-level as member of a highly successful department. Syllabus blends mathematics with traditional mathematics. Scale 2 post available for experienced teacher.
Apply by letter to the Headmaster (from whom further particulars, if available), enclosing curriculum vitae and names of two referees.
TUNBRIDGE WELLS
DIVISION
ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Speldhurst Road, Tunbridge Wells
Head Teacher: Mr. J. Hughes
Roll: 1050 (approx.)
Required for September, 1982 two teachers of Mathematics (Scale 1) for this Roman Catholic High School to teach across the whole age and ability range. The school teaches the full range of 'O' Level and C.S.E. courses and 'A' level statistics and computer studies now available to the curriculum. Applicants should state which age range they are interested in teaching.
Please apply by letter with full curriculum vitae and two references to the Headmaster at the School.
CANTERBURY DIVISION
FRANK MONTGOMERY SECONDARY SCHOOL
Sturry, Canterbury, Kent
Required as soon as possible at this Secondary Modern School of 800+ pupils, a Mainstreaming Specialist to teach S.M.P. and Arithmetic across the full ability range and to C.S.E. and 'O' level standards. An interest in Computer Studies would be an advantage but is not essential. A Scale 3 could be available for the right candidate.
Applications by letter to the Headmaster, Mr. R.S.J. Chapman, M.A., at the School, Broadmead Lane, Sturry, Canterbury, naming two referees and giving details of other suitable interests.
THANET DIVISION
ST. ANTHONY'S GRAMMAR SCHOOL
Northdown Road, Margate
700 boys. 6th Form 200
Required for September, graduate to teach Maths. in very successful dept. to A-Level work available if desired; both traditional and more modern courses are taught. Evidence that computing would be valuable but is not essential. Some commitment to extra curricular activities. The position would suit a probationer but should be experienced candidates be available. Salary Scale 2 possibly Scale 3.
Apply as soon as possible to the Headmaster at the School with curriculum vitae and names and addresses of two referees. Informal visits welcomed. Applications acknowledged in first instance - 0843 31075.
THE HARVEY GRAMMAR SCHOOL
Folkestone.
Headmaster: B. Waller, B.A.
Required September, a GRADUATE to teach up to A-level as member of a highly successful department. Syllabus blends mathematics with traditional mathematics. Scale 2 post available for experienced teacher.
Apply by letter to the Headmaster (from whom further particulars, if available), enclosing curriculum vitae and names of two referees.
TUNBRIDGE WELLS
DIVISION
ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Speldhurst Road, Tunbridge Wells
Head Teacher: Mr. J. Hughes
Roll: 1050 (approx.)
Required for September, 1982 two teachers of Mathematics (Scale 1) for this busy High School to teach across the whole age and ability range. The school teaches the full range of 'O' Level and C.S.E. courses and 'A' level statistics and computer studies now available to the curriculum. Applicants should state which age range they are interested in teaching.
Please apply by letter with full curriculum vitae and two references to the Headmaster at the School.

LEICESTERSHIRE
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester
Comprehensive
Roll 1305
MATHEMATICS
Scale 1
Required August, a well qualified teacher to teach mathematics throughout the school to GCE 'O' 'A' and CSE level. An interest in teaching computer studies would be considered an advantage.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (61943) 133422

LINCOLNSHIRE
CENTRAL SCHOOL
Grantham
ASSISTANT
Scale 1
Roll: 732
Required from autumn term, 1982, or as soon as possible thereafter teacher of Mathematics at this 11 - 16 comprehensive school. Applicants must be willing to teach across the whole age and ability range in Mathematics and ideal. A Scale 3 could be available for the right candidate.
Applications by letter to the Headmaster, R.S.J. Chapman, M.A., at the School, Broadmead Lane, Sturry, Canterbury, naming two referees and giving details of other suitable interests.
THANET DIVISION
ST. ANTHONY'S GRAMMAR SCHOOL
Northdown Road, Margate
700 boys. 6th Form 200
Required for September, graduate to teach Maths. in very successful dept. to A-Level work available if desired; both traditional and more modern courses are taught. Evidence that computing would be valuable but is not essential. Some commitment to extra curricular activities. The position would suit a probationer but should be experienced candidates be available. Salary Scale 2 possibly Scale 3.
Apply as soon as possible to the Headmaster at the School with curriculum vitae and names and addresses of two referees. Informal visits welcomed. Applications acknowledged in first instance - 0843 31075.
THE HARVEY GRAMMAR SCHOOL
Folkestone.
Headmaster: B. Waller, B.A.
Required September, a GRADUATE to teach up to A-level as member of a highly successful department. Syllabus blends mathematics with traditional mathematics. Scale 2 post available for experienced teacher.
Apply by letter to the Headmaster (from whom further particulars, if available), enclosing curriculum vitae and names of two referees.
TUNBRIDGE WELLS
DIVISION
ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Speldhurst Road, Tunbridge Wells
Head Teacher: Mr. J. Hughes
Roll: 1050 (approx.)
Required for September, 1982 two teachers of Mathematics (Scale 1) for this busy High School to teach across the whole age and ability range. The school teaches the full range of 'O' Level and C.S.E. courses and 'A' level statistics and computer studies now available to the curriculum. Applicants should state which age range they are interested in teaching.
Please apply by letter with full curriculum vitae and two references to the Headmaster at the School.

LINCOLNSHIRE
KING EDWARD VI
Edward Street, Louth
Group 10
Roll 426
14-18 school, part of the Louth Plan for comprehensive, give secondary education, 5th form of 257.
Required for September, 1982, a graduate Mathematics teach CSE and A level courses throughout the school with a significant input to 6th form teaching. This is a temporary appointment to cover secondment. There is a possibility of a permanent appointment from September, 1983. A Scale 2 may be available.
Applications, by letter, enclosing a full C.V. and names and addresses of two referees to the Headmaster, immediately, from whom further details can be obtained (s.a.e. please).
(36091) 133422

LYTHAM ST. ANNES
KING EDWARD VI SCHOOL
800 boys (aged 11 - 18) with Sixth Form (going independent). Assisted Places Scheme
MATHEMATICIAN to teach to 'A' level required for September, 1982. Ability to teach rugby desirable.
Application with curriculum vitae and the names of two referees, to the Headmaster at the School. (62045) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
SARAH BONNELL SCHOOL
Regency Road, London E13 8QS
Head Teacher: Mrs P.A. Thomas
Number on roll: 1102 Girls
TEACHER OF MATHEMATICS
Scale post, Scale 1
Required September, 1982.
A teacher of Mathematics in this multi-cultural comprehensive school to teach Mathematics to all levels. Ability to offer 'A' Level teaching an advantage.
LONDON ALLOWANCE: £498, plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40015) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
ALLERTONSHIRE SCHOOL
Northallerton
11 - 16 Comprehensive Roll 1,030
Required for September 1982, well-qualified teacher to join the Mathematics Specialist Area well-resourced MATHEMATICS Department. Scale 1 post. The school has its own micro-computer and the interest in this field is desirable but not essential. Candidates should note that the school places strong emphasis on the role of the form tutor and that this should be reflected in their application.
Apply immediately by letter (no form) with full particulars and names and addresses of two referees to the Headmaster at the school. (61683) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DG
Head Teacher: Miss E. Gruttenden
Number on roll: 1240 girls
TEACHER OF MATHEMATICS SCALE OF POST 1
Required SEPTEMBER 1982, a well-qualified teacher of Mathematics. First Appointments considered.
LONDON ALLOWANCE: £735.
Application forms (s.s.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40014) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
Richmond
11 - 18 mixed comprehensive roll 900
Required for September, 1982 a well-qualified teacher of Mathematics to join a team of seven. Pupils are prepared for G.C.E. 'O' and 'A' level, and the C.S.E. Further, the appointment will have to be considered for year one in the first instance.
MATHEMATICS Scale 1 - a well-established 11 - 18 comprehensive with 1,000 pupils. It is the Council's policy to establish the outskirts of the town where accommodation is readily available.
Further details and application form available from the Head Teacher (SAE please).
(62045) 133422

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
THE RADCLIFFE SCHOOL
Broadway, Radcliffe, Manchester
Required for September 1982 an 11 - 16 mixed comprehensive school of 1,150 pupils.
TEACHER OF MATHEMATICS Scale 1
Applications from suitably qualified teachers are invited for the above post.
Further details and application forms from the Headmaster, Mr. J. Bell, to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40018) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
SARAH BONNELL SCHOOL
Regency Road, London E13 8QS
Head Teacher: Mrs P.A. Thomas
Number on roll: 1102 Girls
TEACHER OF MATHEMATICS
Scale post, Scale 1
Required September, 1982.
A teacher of Mathematics in this multi-cultural comprehensive school to teach Mathematics to all levels. Ability to offer 'A' Level teaching an advantage.
LONDON ALLOWANCE: £735, plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40018) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
RYEDALE SCHOOL
Pickering
11 - 18 mixed comprehensive (11 - 16 in Sixth Form) with 1,150 pupils
Required for September, 1982 a well-qualified teacher of Mathematics to join a team of seven. Pupils are prepared for G.C.E. 'O' and 'A' level, and the C.S.E. Further, the appointment will have to be considered for year one in the first instance.
MATHEMATICS Scale 1
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40017) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London N22 5HX
Head Teacher: Mr. F. J. Jones
Number on Roll: 930
TEACHER OF MATHEMATICS SCALE 1
Required SEPTEMBER, 1982, a teacher of Mathematics to join an enthusiastic team for 'O' and 'A' Levels. Courses in statistics and computer studies also.
LONDON ALLOWANCE: £735.
Plus Social Priority Allowance.
Application forms (s.s.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40015) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
EAST HAM BOYS' TECHNICAL SCHOOL
Romford Road, London E15 4BS
Head Teacher: Mr. P. Williams
TEACHER OF MATHEMATICS
Scale post, Scale 1
Required September, 1982, a teacher of Mathematics with the power to contribute to the opportunity of some Sixth Form work in Mathematics and Computer Studies. Ability to teach Computer Applications would be considered an advantage.
LONDON ALLOWANCE: £735.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40016) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
THIRSK SCHOOL
(11 - 18 mixed comprehensive with 1,150 pupils 110 in the Sixth Form)
Required for September 1982, well-qualified teacher of **MATHEMATICS** with a second subject to teach mainly in Years 7 to 9. Temporary appointment in the first instance.
Apply immediately by letter to the Headteacher, Thirsk School, Thirsk, North Yorkshire YO7 1HZ, with curriculum vitae, names and addresses of two referees and S.A.E. if acknowledgement required. (61635) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND ROWNTREE SCHOOL
Bay Earswick, York YO3 5EX
Required for September, 1982 this 11-18 mixed comprehensive school situated in a pleasant campus setting near York, a well qualified Teacher of **MATHEMATICS** (Scale 1) to teach across the whole age and ability range, including 'A' level examinations.
Apply by letter to the Headmaster giving Curriculum Vitae and the names of two referees. Please enclose stamped addressed envelope.
(40085) 133422

NORTHAMPTONSHIRE
CORBY KINGSWOOD SCHOOL
Gainsborough Road, Corby, Northants NN18 9NS
Required for September, 1982 a well-qualified teacher of Mathematics to join a team of seven. Pupils are prepared for G.C.E. 'O' and 'A' level, and the C.S.E. Further, the appointment will have to be considered for year one in the first instance.
Kingswood School is a well-established 11 - 18 comprehensive with 1,000 pupils. It is the Council's policy to establish the outskirts of the town where accommodation is readily available.
Further details and application form available from the Head Teacher (SAE please).
(40018) 133422

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
THE RADCLIFFE SCHOOL
Broadway, Radcliffe, Manchester
Required for September 1982 an 11 - 16 mixed comprehensive school of 1,150 pupils.
TEACHER OF MATHEMATICS Scale 1
Applications from suitably qualified teachers are invited for the above post.
Further details and application forms from the Headmaster, Mr. J. Bell, to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40018) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
EARLHAM GROVE SCHOOL FOR GIRLS
Forest Gate, London E7 9AB
Head Teacher: Miss E. Gruttenden
Number on roll: 1240 girls
TEACHER OF MATHEMATICS SCALE OF POST 1
Required SEPTEMBER 1982, a well-qualified teacher of Mathematics. First Appointments considered.
LONDON ALLOWANCE: £735.
Application forms (s.s.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40014) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
Richmond
11 - 18 mixed comprehensive roll 900
Required for September, 1982 a well-qualified teacher of Mathematics to join a team of seven. Pupils are prepared for G.C.E. 'O' and 'A' level, with junior SCIENCE classes also taught (some specialism) Scale 2 post. Applications are welcomed from candidates who can offer some experience of computer studies and who can help with the development of this area of the curriculum.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June, 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40017) 133422

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
OUR LADY'S R C SCHOOL
Veyanhaw Street, Royton, Oldham
Required for September, 1982 at this Roman Catholic 11 - 16 mixed comprehensive school of about 780 pupils, **TEACHER OF MATHEMATICS** to commence August, 1982. Opportunity to teach C.S.E. and 'O' level pupils.
Send s.a.e. for application form to the Head at the above address.
LONDON ALLOWANCE: £735 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 13th June 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BG. (40015) 133422

OXFORDSHIRE
COUNTY COUNCIL
JOHN MASON SCHOOL
Wootton Road, Abingdon
Roll: 1070
Required for September, 1982, a teacher of Mathematics to join a strong and enthusiastic department and specialise in the teaching of less academic pupils in years 1 to 5.
Apply by letter to the Headteacher stating qualifications and experience and naming two educational referees. Further details (S.A.E. please). (40126) 133422

OXFORDSHIRE
COUNTY COUNCIL
DIDCOT GIRLS' SCHOOL
Sherwood Road, Didcot, OX11 7DA
Roll - 1,120 Comprehensive 1,100 on roll on same campus
Required from September, 1982 a **MATHEMATICS** teacher (Scale 1) to teach throughout the 11 - 18 age and ability range. Strong, lively department.
Please apply immediately by letter, including full c.v. and the names of two referees (s.a.e.) for further details available.
(61867) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
(Comprehensive 830 boys aged 11 - 16)
Broom Road, Teddington, Middlesex TW11 9PJ
Required for September, 1982 - teachers of Mathematics:
1. Full-time established post, Scale 1, plus Outer London Allowance (£498 p.a.).
2. Part-time post, salary at the same rate.
The Mathematics Department, which has its own suite of rooms, is strong and successful enough to provide a stimulating environment for beginners.
The top Mathematics set takes 'O' level, and there is a fourth year and additional Mathematics in the Sixth Form.
The school is a very attractive area with its own grounds within sight of the bank of the River Thames.
Forms (foolscap s.a.e.) from the Director of Education, Education Department, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster of the school by Tuesday, 15th June, 1982. (36044) 133422

SOLIHULL
EDUCATION COMMITTEE
All required for September, 1982:
SHELDON HEATH COMPREHENSIVE
Windward Way, Cholmsley Wood, West Midlands, B36 0UH
TEACHER OF MATHEMATICS
Plus social priority allowances of £601 per annum.
To teach pupils, other than those in remedial sets, in this purpose-built 11-16, all ability school.
Letters of application, together with curriculum vitae, and the names and full addresses of two referees, should be sent to the Headmaster, enclosing an s.a.e.
CULEY GREEN SCHOOL
Silvermere Road, Sheldon, Birmingham
TEACHER OF MATHEMATICS
To teach across the age and ability range up to and including 'A' level/Scale 3.
Further details and application forms available from the Headmaster at the school (s.a.e. please).
133422

SUFFOLK
SUDBURY UPPER SCHOOL
Tudor Road, Sudbury, CO10 6AA
(Mixed Comprehensive 11 - 18, 1,150 on roll)
Required for September 1982 a well qualified teacher of Mathematics to join a strong Mathematics team. Ability to teach across the whole age and ability range. Strong, lively department.
Further details and application forms are available from the Headteacher at the school (s.a.e. please).
(61880) 133422

ST HELENS
EDUCATION COMMITTEE
BLACKBROOK HIGH SCHOOL
Blackbrook Road, St. Helens
MATHEMATICS (SCALE 1)
Required for September, 1982 (11 - 16 mixed comprehensive 194 on roll)
Christopher Lane, St. Helens, Merseyside WA11 7RA
MATHEMATICS (SCALE 1)
Required for September, 1982.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (61681) 133422

ST HELENS
EDUCATION COMMITTEE
SELWYN JONES HIGH SCHOOL
Ashton Road, Newton-le-Willows WA12 0AB
11-18 years mixed comprehensive
1,538 on roll
96 in sixth form
MATHEMATICS (Scale 1)
Required for September, 1982.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (61981) 133422

ST HELENS
EDUCATION COMMITTEE
ST. ANSELM'S R.C. HIGH SCHOOL
(11 - 16 years mixed Comprehensive; 806 on roll) Eccleston Lane, St. Helens WA10 2BE
Required for September, 1982.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (61983) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE
THE MOORLAND SCHOOL
Hednesford Road, Cannock, Staffs.
Required for September, 1982 a **GRADUATE MATHEMATICIAN** (Scale 1) to teach throughout the 11 - 16 age and ability range to CSE, 'O' and 'A' levels. Candidates are invited to state their subsidiary subject interest.
Further details and application forms are obtainable from and returnable to the Headmaster (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40866) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE
CUNSALL HIGH SCHOOL
Cunsalle Road, Wombourne, Wolverhampton, WV5 8BJ
13-18 High School serving an attractive residential area of south Staffordshire. A **MATHEMATICS** teacher is required for September, 1982.
Application forms, obtainable from and returnable to the Head Teacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40466) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE
THE PATTOU SCHOOL
Burton Road, Branston, Burton upon Trent, DE14 3DR
Required for September, 1982 **MATHEMATICS TEACHER** (Scale 1).
Apply directly to the Headteacher giving details of qualifications, curriculum vitae and the names and addresses of two referees.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40465) 133422

SUFFOLK
DEBEN HIGH SCHOOL
(11 - 18) mixed comprehensive roll 900)
Carrington Lane, Felixstowe, IP11 7RX
MATHEMATICS AND COMPUTER STUDIES
Required September 1982. Computer Studies is a rapidly growing area and offers the opportunity for a teacher to contribute significantly to curriculum development, but not essential.
Applications from candidates able to offer some computer experience also welcome.
Closing date for applications fourteen days after the appearance of this advertisement.
STOKE HIGH SCHOOL
(11 - 16 Mixed Comprehensive, roll 928)
Maidenhall Approach, Ipswich, IP2 8RT
TEACHER OF MATHEMATICS (SCALE 1) required September, 1982. Newly qualified teachers welcomed. Preference will be given to applicants although experience would be considered.
For all posts forms and further details available from Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (61585) 133422

SUFFOLK
SUDBURY UPPER SCHOOL
Tudor Road, Sudbury, CO10 6AA
(Mixed Comprehensive 11 - 18, 1,150 on roll)
Required for September 1982 a well qualified teacher of Mathematics to join a strong Mathematics team. Ability to teach across the whole age and ability range. Strong, lively department.
Further details and application forms are available from the Headteacher at the school (s.a.e. please).
(61880) 133422

SURREY
EDUCATION COMMITTEE
KINGSWOOD HIGH SCHOOL
Dorking
Roll: NOR 1001
MATHEMATICS Scale 1. To teach mathematics across the full ability range including 'A' level. Computer facility available to pupils.
Application forms obtainable from the Education Officer, Surrey County Hall, Kingston-upon-Thames, KT1 2DN. Please apply quoting reference 1/82/MA.
Applications should be sent to the Headteacher, Mr. Alan Mackay, at the School (address under Main Scale 3 post above). (61580) 133422

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey SM6 0PH
Required September, 1982, a well-qualified teacher of Mathematics to join a strong and successful girls' grammar school. Applications from candidates able to offer some computer studies would be welcomed.
This is a Scale 2 post with responsibility for some 'A' level mathematics teaching. Applications from candidates with a suitable qualification in Computer Studies would be welcomed.
Application forms and further details from the Headmistress, Miss J. Bibby, to whom completed forms should be returned as soon as possible.
(61983) 133422

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
BANDON HILL SCHOOL
Cheam, Surrey SM3 8SX
Tel: 01-644 4477
Headteacher: Mr. C. P. Jarman, BA
Required for September, 1982 (if possible) **HEAD OF MODERN LANGUAGES**
Scale 3. French Teacher is sought with the energy and imagination to lead and develop a department of a first, or first and second year, four-form entry course in Language Study which will accommodate the pupils' multi-linguism as a practical asset. The successful candidate will have overall responsibility for Modern Language work throughout the School.
Applications by letter giving curriculum vitae and the names of two people to whom references may be made, to be sent to the Head Teacher at the above address. Closing date Friday, 18th June. London Allowance £735 payable. Removal Expenses up to £96 covered in agreed case. Haringey is an equal opportunity employer.
(61884) 133618

WARWICKSHIRE
ALDERMAN SMITH SCHOOL
Radnor Drive, Stockingford, Nuneaton, Warks.
(13 - 16 comprehensive, 950 on roll)
Required September, 1982 a teacher of Mathematics to join a large and well established department. Applicants should have a good degree and experience in their subject. Ability to teach some lower school sciences an advantage, but not essential.
Apply by letter (no forms) to the Head as soon as possible. (SAE please).
(40241) 133422

WEST SUSSEX
SOUTHERN AREA
WORTHING GRAMMAR SCHOOL
Tarring
Serves Areas
Conventional, Voluntary Controlled, C of E.
11 - 18 Comprehensive, Day and Boarding
Roll 2148 (including 108 boy boarders and 350 in Sixth Form)
Required September, 1982 a **MATHEMATICIAN** to teach throughout the 11 - 18 age and ability range in this 6 form entry Mathematics Department. Interest in Computing an asset although not essential.
Assistance (up to £1,000 towards the cost of removal) and reasonable expenses in some circumstances.
Apply to Headmaster by letter giving relevant personal details and names and addresses of two referees. (36641) 133422

WEST SUSSEX
BOGNOR REGIS COMPREHENSIVE SCHOOL
Aldwick Road, Bognor Regis, PO21 2PJ
11 - 18 Comprehensive, Group 1
Roll: 1,200
Required September, 1982 a well qualified teacher of Mathematics (SMP) to work in Computer Unit.
Application forms and further particulars to Headmaster giving details of qualifications and experience, and the names and addresses of two referees as soon as possible. (35966) 133422

WILTSHIRE
ASHTON SECONDARY
Ashton Road, Swindon SN3 3PA
(11 - 16 mixed comprehensive, 960 on roll)
Required September, 1982 a teacher of Mathematics. Scale 1 post with responsibility for some 'A' level Mathematics teaching. Please state in letter of application which other subjects you could offer and names of two referees.
Application forms and further details from the Headteacher, Mr. R. K. Hancock.
Closing date for receipt of application forms and references as soon as possible. (61887) 133422

SECONDARY MATHS
continued

SURREY
BISHOP REDDITCH SCHOOL
Larch Avenue, Guildford
Tel: Guildford 37375)
MATHEMATICS
Scale 1 specialist in department required in lively 11 - 18 mixed comprehensive in Church Community 13 - 18 form entry.
Apply in writing giving full details to the Headteacher.
133422

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
EDNAVERSHAM SCHOOL
Greenleaf Road, Sutton SM1 3DY
Telephone: 641 8080
Purpose-built comprehensive for 1,300 pupils, with room for 1,500 pupils, with 350 in the sixth form.
Required for September, 1982 a teacher of **MATHEMATICS** (Scale 1).
Mathematics teacher of mathematics to join a successful and expanding team. The successful candidate should be able to teach across the ability range including pure and applied mathematics or statistics to GCE 'A' level.
Apply by letter to the headteacher at the school, enclosing curriculum vitae and names and addresses of two referees. (61888) 133422

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordering Epping Forest. London Addition to salary payable.
Required for SEPTEMBR, 1982
HIGHAMS PARK SENIOR HIGH SCHOOL
Handsworth Avenue, London E4 9PJ
Head Teacher: Mr. F. Hodgson, M.A., F.P.
TEACHER OF MATHEMATICS Scale 1 (Temporary for one year) to cover secondment.
Further details from the Headteacher (application in the form of letter with full particulars, and names and addresses of 2 referees (SAE).
(61911) 133422

WEST SUSSEX
BOGNOR REGIS COMPREHENSIVE SCHOOL
Aldwick Road, Bognor Regis, PO21 2PJ
11 - 18 Comprehensive, Group 1
Roll: 1,200
Required September, 1982 a well qualified teacher of Mathematics (SMP) to work in Computer Unit.
Application forms and further particulars to Headmaster giving details of qualifications and experience, and the names and addresses of two referees as soon as possible. (35966) 133422

WILTSHIRE
ASHTON SECONDARY
Ashton Road, Swindon SN3 3PA
(11 - 16 mixed comprehensive, 960 on roll)
Required September, 1982 a teacher of Mathematics. Scale 1 post with responsibility for some 'A' level Mathematics teaching. Please state in letter of application which other subjects you could offer and names of two referees.
Application forms and further details from the Headteacher, Mr. R. K. Hancock.
Closing date for receipt of application forms and references as soon as possible. (61887) 133422

WILTSHIRE
SWINDON SCHOOL
Drove Road, Swindon SN1 3AD
(11 - 18 mixed comprehensive, 1,200 on roll)
Required September, 1982 a teacher of Mathematics to join a large and well established department. Applicants should have a good degree and experience in their subject. Ability to teach some lower school sciences an advantage, but not essential.
Apply by letter (no forms) to the Head as so

SECONDARY MOD LANGUAGES
continued

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
ST AMBROSE BARLOW RC HIGH SCHOOL
Copy Lane, Netherton, Liverpool L30 7PQ
TEACHER OF SPANISH WITH FRENCH - Scale 2
Required for September 1982.
Applications are invited for the teaching of these languages would ideally be taught throughout the school.
Application forms and further details are available on receipt of s.a.e. from the Headteacher at the school. (61978)

Scale 1 Posts

BARNET

LONDON BOROUGH OF BARNET
BISHOP DOUGLAS R.C. SCHOOL
Finchley Road, NW
Tel: 455 8811
An 11-18 Comprehensive with 1600 pupils. Sixth Form. Re-development September 1983
Teacher of French and other subjects. Well qualified teacher is sought to take over half a timetable in each departments.
In approved cases assistance may be given towards the payment of removal expenses and superannuation is secured.
Apply in writing to Head Teacher with full c.v. and names of two referees.
S.a.e. to Director of Educational Services. (60138) 133622

BEXLEY

LONDON BOROUGH OF BEXLEY
NORTHAW SCHOOL FOR GIRLS
Hall Place Crescent, Sidcup DA14 6BT
Roll 880 - Sixth Form 110
Required for September 1982, a graduate teacher of French to teach up to 'A' level. Ability to teach German or Spanish an advantage.
Teacher in charge of French (scale 3) to be responsible for the organisation of language courses leading to C.S.E. and O' level. Level candidates join the Authority's 6th form consortium scheme.
Applications by letter (no forms initially) stating age, experience and c.v. to the Headmistress. 'Phone enquiries welcomed.
Scale 1 (2 posts). Assistance with removal expenses may be given and disturbance allowance can be considered. (60181) 133622

BRISTOL

LAWRENCE WESTON SCHOOL
Hill Acres, Lawrence Weston
Required for September 1982 a part-time teacher of German (9/10 hours per week) term contract to terminate on August 31st 1983.
Letters of application to be sent immediately to the Headteacher at the school. (59984) 133622

BRISTOL

FILTON HIGH SCHOOL
New School Site, Stoke Gifford, Bristol BS16 1GT
(Co-educational comprehensive school 11 - 18
1400 pupils)
Required for September 1982 a teacher of MODERN LANGUAGES (German with French).
Post will include responsibility for the organisation of German and language laboratory.
An enthusiastic teacher is required who will be willing to participate in mixed ability groups within a thorough going house system.
Application by letter to the Headmaster at the school with curriculum vitae and the names of two referees. (59976) 133622

BURY

METROPOLITAN BOROUGH OF BURY
FARNWORTHORN HIGH SCHOOL
Heywood Road, Prestwich, Manchester
Required for 1st September, 1982
FRENCH & GERMAN (Scale 1).
to teach French to C.S.E. or 'O' level to pupils in the middle school years.
Application forms and further details obtainable from and returnable to the Head Teacher at the school by 18th June, 1982. (61858)

CUMBRIA

COUNTY COUNCIL
RICHMOND SCHOOL
Catherine Street, Whitehaven
(mixed, comprehensive 11 - 16 year, 525 pupils)
Required from 1st September, 1982 a graduate teacher of French to teach mainly first to third year pupils but with the possibility of some CSE classes.
Application forms are available from the Assistant Director for Education, Area 10, Scott Street, Whitehaven.
Completed forms to be returned to the Head at the school within 2 weeks of this advertisement. (61643) 133622

DEVON

Please see displayed advertisement on page 59. (60814) 133628

DORSET

SUMMERBEE SECONDARY SCHOOL
Merley Road, Bournemouth BH18 8PW
(11 - 16 years mixed bilateral school)
680 pupils)
Required September 1982, Teacher of French to share the teaching of the subject throughout the school. Scale 1.
Apply immediately by letter to the Headmaster enclosing curriculum vitae and the names of two referees. S.a.e. for acknowledgement. (60229) 133622

DORSET

AVONBOURNE SCHOOL FOR BOYS
Harewood Avenue, Bournemouth
(11-16 years, 1,000 girls)
Required September 1982, Teacher for Italian and French. Scale 2. Language suite.
Apply immediately by letter to Headmistress enclosing curriculum vitae and names of two referees. S.A.E. please for acknowledgement. (61844) 133622

EAST SUSSEX

COUNTY COUNCIL
ARGUS HILL SCHOOL
Arundel Road, Seaford, BN25 2AA
(Comprehensive, mixed 11-16, 1,150 pupils)
Required from September, a temporary teacher of German with some French (Scale 1) to cover maternity leave.
Further details and application forms from the Headmaster. (61900) 133622

EAST SUSSEX

COUNTY COUNCIL
HAVANT HIGH SCHOOL
Havant Road, Uckfield TN22 1JH
(11-18 Comprehensive)
Roll 1,150
Required for September 1982, Head of Department of FRENCH. Scale 4. Ability to teach German or Spanish an advantage.
Teacher in charge of French (scale 3) to be responsible for the organisation of language courses leading to C.S.E. and O' level. Level candidates join the Authority's 6th form consortium scheme.
Application forms and further details available from the Headmaster. (61793) 133622

EAST SUSSEX

COUNTY COUNCIL
PALMER SCHOOL
Palmer Road, Southwick BN1 6PW
(11 - 16 Comprehensive)
ROLL 1,250
Required September, 1982 or January, 1983
French Scale 1 - Scale 2 allowance. Available to share the teaching of the subject throughout the school. Scale 1.
Apply immediately by letter to the Headmaster enclosing curriculum vitae and the names of two referees. S.a.e. for acknowledgement. (60229) 133622

ENFIELD

LONDON BOROUGH OF ENFIELD
ST. ANGELA'S R.C. SCHOOL FOR GIRLS
Oakthorpe Road, London N13 5TY
Voluntary Aided Upper Tier Comprehensive
Age range 14 - 19 roll 686
Required September 1982 one year due to secondment, a teacher of GERMAN with either European Studies or French. The post involves teaching German to 'A' level and C.S.E. and European Studies or French.
London Allowance £498.
Application forms (foolscap s.a.e.) obtainable from the Head Teacher, to whom they should be returned by 18th June 1982. (60098) 133622

ESSEX

EPPING FOREST HIGH SCHOOL
(Roll 1390)
Homecroft Gardens, Loughton
Tel: 01-508 5868
FRENCH TEACHER, SCALE 1
September 1982. Well qualified teacher of French to join strong department. Examination courses to 'A' level. Ability to offer another subject an advantage but not essential.
Closing date 11th June, 1982.
THE PARK SCHOOL
(Roll 1800)
Rawreth Lane, Rayleigh
Tel: Rayleigh 781322
TEACHER OF GERMAN AND FRENCH, SCALE 3
To 'O' and 'A' level. Temporary post. Possibly permanent. Excellent facilities in department.
ST. JOHN'S SCHOOL
(Roll 1260)
11 - 18 Comprehensive,
Tower Road, Epping.
Tel: 01-3786 3988
ASSISTANT TEACHER, MODERN LANGUAGES (SCALE 1)
Required from September 1982 to teach French throughout the school. Latin to 'O' level.
THE PITSMARC SCHOOL
(Roll 1867)
75, Hockley Road, Rayleigh
Tel: Rayleigh 783984
TEACHER OF FRENCH, SCALE 1
Required September. One-term appointment to cover maternity leave of present holder. Ability to offer Spanish to CSE/O level an advantage, but not essential.
THE HEDLEY WALTER SCHOOL
(Roll 1135)
(11 - 16 Mixed)
Bawyer's Hall,
Southwood,
Tel: Brentwood 220808
FRENCH/GERMAN TEACHER (SCALE 1)
Required September, language teacher. Ability to offer German an advantage.
STEWARDS COMPREHENSIVE SCHOOL
(Roll 1131)
Parsall Road, Harlow, CM18 7NG
Tel: Harlow 21821
FRENCH AND/OR GERMAN, SCALE 1
Lively and committed teacher of French and/or German required for September, 1982, to be responsible for German throughout the school and French to 'A' level. Good facilities, good school and thriving school. Good opportunities.
Post also involves curriculum vitae and names of two referees (or Headteacher concerned) (postcard s.a.e. please). (62004) 133622

GLOUCESTERSHIRE

KATHARINE LADY BERKELEY'S SCHOOL
Wotton-under-Edge, GL12 7QA
Required for September 1982 a teacher of French throughout the school to A' Level. Ability to teach some German desirable but not essential. Required comprehensive 30 minutes from Gloucester, Cheltenham or Bristol.
Two-year sabbatical in Germany and France.
Apply by letter giving full details of qualifications, and names of two referees to the Headmaster as soon as possible. (62041) 133622

GWENT

COUNTY COUNCIL
CEFN FOREST COMPREHENSIVE SCHOOL
(11 - 16)
GERMAN.
Required to teach to 'A' level. Ability to teach some French essential.
Application forms and further information where available, obtainable from Director of Education, Starling, County Council of Gwent, Cwmbran, Gwent, NP44 2XO on receipt of an s.a.e., to be returned to the Headmaster at the 18th June, 1982. (59655)

HARROW

EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Elmer Road, Harrow Weald, Middlesex
Tel: 01-427 2686
MODERN LANGUAGES
SCALE ONE
Maternity leave replacement required for two terms commencing immediately if available. Applications are invited for a teacher of French to 'A' level (S.E.B.). This is a 13 - 18 Comprehensive High School for pupils aged 13 - 18. The ability to assist with German would be very much welcomed. The department will be thriving during 1982.
Application forms from and to be returned to Headteacher by 18th June, 1982. Please envelope stamped addressed envelope. (61981) 133622

HAVERING

LONDON BOROUGH OF HAVERING
HAVERING SIXTH FORM COLLEGE
Quarles Lane, Upminster, Essex
Tel: Upminster 20011
(Mixed, 16 - 19 years)
Teacher M.S. Justin
FRENCH Scale 1 required September 1982. Preferably able to offer German. The successful candidate will have an opportunity to teach French to 'A' level ability, have a lively and enthusiastic approach.
Letters of application should be sent to the Headteacher giving full qualifications, experience and references. Closing date 14 days after appearance of this advertisement.
Application forms and further particulars obtainable from the Head Teacher to whom completed forms should be returned not later than 21st June, 1982. (61914) 133622

HAVERING

LONDON BOROUGH OF HAVERING
CHASE CROSS COMPREHENSIVE SCHOOL
Chase Cross Road, Romford RM5 3RX
Tel: 01-590 1311
Required September 1982, Teacher of French and/or German to share the teaching of the subject throughout the school. Scale 1.
Apply immediately by letter to the Headmaster enclosing curriculum vitae and the names of two referees. S.a.e. for acknowledgement. (60229) 133622

HAVERING

LONDON BOROUGH OF HAVERING
HAVERING SIXTH FORM COLLEGE
Quarles Lane, Upminster, Essex
Tel: Upminster 20011
(Mixed, 16 - 19 years)
Teacher M.S. Justin
FRENCH Scale 1 required September 1982. Preferably able to offer German. The successful candidate will have an opportunity to teach French to 'A' level ability, have a lively and enthusiastic approach.
Letters of application should be sent to the Headteacher giving full qualifications, experience and references. Closing date 14 days after appearance of this advertisement (61914) 133622

HAMPSHIRE

ROBERT MAY'S SCHOOL
West Street, Odiham, Hampshire
(Mixed comprehensive 11-16
N.O.R. 1020)
Required for September, 1982 Scale 1 post French Teacher to teach to C.S.E. and 'O' level in this new, well equipped purpose built comprehensive school. Excellent facilities including modern language laboratory. Closing date ten days after appearance of this advertisement.
Please apply by letter enclosing the names of two educational referees and s.a.e. for further details to the Headmaster. (61516) 133622

HERTFORDSHIRE

STANBOROUGH SCHOOL
Lemsford Lane, Welwyn Garden City, AL8 6YA
Headmaster: D.J. Hitchin, M.A.
(11 - 16 boys and girls: 135 in Sixth Form
Required for September, a teacher of FRENCH in this five-form entry all-ability school. In a strong Languages Department, French, German, Russian and Latin to 'O' level and Classics also offered, this post is mainly French. Cosmopolitan work for a suitable candidate.
Language laboratory and video equipment. After a six-month probationary period, a two year sabbatical.
A commitment to teaching a full comprehensive ability range is essential.
Please apply in writing to the Headmaster (no forms) quoting two referees and giving details of present salary and London fringe allowance payable. (61979) 133622

HERTFORDSHIRE

COUNTY COUNCIL
ST ALBANS DIVISION
VERULAM SCHOOL
Brampton Road, St Albans
Group 1 - 960 boys, 180 in the sixth form
Required September, 1982 Teacher of French to 'A' level ordinary level. Ability to help with games (rugby the timetable) would be an advantage. Scale 1 plus 2 - level work for a suitable candidate.
Application forms and two referees to the Head as soon as possible. (61969) 133622

HERTFORDSHIRE

THE NORTON SCHOOL
Norton Road, Letchworth, Herts.
Co-educational. Group 10. 1,000 pupils.
NORTH HERTS DIVISION
Required for September 1982, a Graduate teacher of FRENCH to 'O' and 'A' level (Scale 1); the ability to teach German to 'O' level would be an advantage.
Apply to the Headmaster, with curriculum vitae, and names of two referees, (no forms) to the Clerk to the Governors, B.A.E. (61700) 133622

HERTFORDSHIRE

COUNTY COUNCIL
FRANCIS COMBE SCHOOL
Horsecroft Lane, Garston
Required September 1982 Teacher of French. Scale 1 plus London fringe allowance £213.
Apply by letter to Headmaster giving curriculum vitae and the names and addresses of two referees. (61800) 133622

HERTFORDSHIRE

STEVENAGE DIVISION
THE BARNWELL SCHOOL
Stevenage
Mixed Comprehensive with 6th form 1,150 in all including 150 in sixth form.
Required for September, 1982, a Teacher for French, to join a strong department catering for French and German to C.S.E., 'O' and 'A' level with Spanish and Latin to 'O' level.
Good facilities with a Language Laboratory and four class periods per week for each subject. A keen interest in the teaching of communicative French. Graded Assessment and the desire to work as part of a team would be a distinct advantage.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (61788) 133622

HERTFORDSHIRE

MOUNT GRACE SCHOOL
Church Road, Potters Bar
Required for September, 1982 experienced teacher of French up to 'O' level and possibly 'A' level and with some spanish.
Ability to teach Games.
London Fringe Allowances.
This is an expanding 11 - 18 all-ability Mixed School, situated in a pleasant residential area within easy reach of London.
Application by letter to the Headmaster. (60014) 133622

HUMBERSIDE

EDUCATION COMMITTEE
BRUMBY COMPREHENSIVE SCHOOL
Cemetery Road, Scunthorpe
Roll 1,200 (Boys and Girls)
No. on Roll: 870
Required for September, 1982 Teacher of GERMAN with some French (Scale 1) in this mixed 11 - 18 Comprehensive School.
Application forms and further particulars obtainable from the Head Teacher to whom completed forms should be returned no later than 21st June, 1982. (T.e.s.n. please). (61810) 133622

HUMBERSIDE

EDUCATION COMMITTEE
BRUMBY COMPREHENSIVE SCHOOL
Cemetery Road, Scunthorpe
Roll 1,200 (Boys and Girls)
No. on Roll: 870 A Years
Required for September 1982 Teacher of FRENCH (Scale 1) in this mixed 11 - 18 Comprehensive School.
Application forms and further particulars obtainable from the Head Teacher to whom completed forms should be returned no later than 21st June, 1982. (T.e.s.n. please). (61810) 133622

HUMBERSIDE

EDUCATION COMMITTEE
CHURCH STRETTON SCHOOL
Shrewsbury Road, Church Stretton SY6 6EX
Required from September to teach throughout the school in this mixed Comprehensive school. Ability to teach some English an advantage.
Application forms and further details from the Head, Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE) (59820) 133622

LANCASHIRE

KING EDWARD VII SCHOOL
Lytham, St. Annes
(11 - 18 (1,450 Sixth Form Independent, H.M.C., co-educational Comprehensive)
MODERN LANGUAGE SPECIALIST required September, 1982, or possibly January. Ability to teach French throughout the School up to and including Sixth Form work; possibility of some German. The School is equipped with two audio visual rooms and a Language Laboratory. Ability to help with games (particularly rugby) greatly valued.
Applications with names of two referees to the Headmaster at the School. (56508) 133622

LEICESTERSHIRE

SOUTH CHARNWOOD HIGH SCHOOL
Broad Lane, Markfield.
Markfield, Leicester

In the Leicestershire plan for the re-organisation of secondary education. 11 - 14 to 11 - 16
ROLL 480
FRENCH WITH SOME GERMAN
SCALE 1
Required August, teacher committed to an aural approach throughout this 4 year high school.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (59805) 133622

LEICESTERSHIRE

CASTLE ROCK HIGH SCHOOL
Warren Hills Road,
Coalville, Leicester

In the Leicestershire plan for the re-organisation of secondary education. 11 - 14 to 11 - 16
ROLL 733
FRENCH - SCALE 1
Required August, German an advantage.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE) (59820) 133622

LEICESTERSHIRE

MARY LINWOOD SCHOOL
Tremaine Road, Leicester
11 - 16 Comprehensive
ROLL: 1,061
FRENCH
SCALE 1
Required September, 1982 teach French throughout the School to C.S.E. and 'O' level. The school is in modern buildings on a 20 acre site on the outskirts of Leicester.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE) (59819) 133622

LEICESTERSHIRE

ELLIS SCHOOL
Corporation Road,
Coalville

11 - 16 Comprehensive
ROLL: 1044
FRENCH
SCALE 1
Required August, for 1 year only, to teach throughout the school including work up to external examination standard. A lively personality an ability to motivate pupils of all abilities essential.
Letters of application with curriculum vitae and names of two referees to the Headmaster within 2 weeks of this advertisement. Further details are available. (61981) 133622

LEICESTERSHIRE

MOAT COMMUNITY COLLEGE
Maidstone Road, Leicester
11 - 16 Comprehensive
Roll 1178
FRENCH
SCALE 1
Required August, graduate teacher of French or equivalent course in low-fee paying country. Ability to offer German an advantage. Applications, forms and further details available from the Headmaster at the school. (59884)

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
SIR WILFRID R C C SCHOOL
Chaplain St., Royston.
Oldham
Required for September 1982 at this mixed comprehensive school (of about 1,000 pupils) a teacher of GERMAN/FRENCH with opportunity to teach CSE and 'O' level pupils.
Send s.a.e. for application form to the Head at the school, requesting also to him immediately. (59577) 133622

OXFORDSHIRE

COUNTY COUNCIL
BANBURY SCHOOL
Higgin Road, Banbury OX16 9HW
(Mixed
Present 2200 pupils in 5 communities) Ages 11 - 13, Upper School 13 - 18)
Centre 13 - 18)
A well-qualified specialist in SPANISH with French or Italian sub-t is sought for September 1982 to join a strong language department with linguists. The well-established graduated assessment scheme is an additional opportunity for those seeking first appointment.
Full particulars may be obtained from the Principal.
Scale 2 (Scale 3 for full details within two weeks of the appearance of this advertisement.
London Allowance £189.
Least expensive and assistance towards removal expenses may be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at this address.
Please enclose a stamped addressed envelope. (60194) 133622

OXFORDSHIRE

COUNTY COUNCIL
CHESTERTON SCHOOL
Chesley Lane, Headington, Oxford OX3 8DP
(Mixed 11 - 16 years and girls, aged 13 - 18 in Sixth Form
Required for September, due to maternity leave, a temporary teacher of French (A' level if possible) and German to C.S.E. and 'O' level. Scale 2 possible for well experienced candidate). Part-time possible.
Apply to the Headteacher stating qualifications, experience and names and addresses of two referees, or 'phone Oxford 66726 for further details. B.A.E. for (61911) 133622

SHROPSHIRE

EDUCATION COMMITTEE
THE WELLINGTON SCHOOL
Wellington, Telford TF1 3BH
(Mixed, Comprehensive, 12 - 18 years)
Required September, 1982 FRENCH/GERMAN
TEMPORARY FULL-TIME Teachers able to teach FRENCH and GERMAN to 'O' level/C.S.E. Willingness to participate in European Studies an advantage.
Application forms and further particulars from the Headteacher. (A.E. (60925) 133622

SOLIHULL

EDUCATION COMMITTEE

All required for September, 1982

HEART OF ENGLAND SCHOOL
Glaspitts Lane, Balsall Common, Nr. Coventry CV7 7FW
11-18 years
1030 on roll

TEACHER OF FRENCH
To teach classes throughout the school, with German and European Studies impossible. An interest in Sport and Community work would be an advantage.

Further details and application forms are available from the Headteacher at the school. (enclose s.a.e.)

LODE HEATH SCHOOL
Lode Lane, Solihull B91 2HW

FRENCH TEACHER
Scale 1
To join enthusiastic Modern Languages Department across the full age and ability range.
Application forms and details (s.a.e.) from the Headteacher. (61941) 133622

ST HELENS

EDUCATION COMMITTEE
COWLEY HIGH SCHOOL
Cowley, St Helens, Merseyside WA10 2LA
(11 - 18 years mixed-Comprehensive)
1,414 on roll
385 in sixth form
FRENCH (Scale 1)
Required for September, 1982 to join a large and successful team in the Modern Languages Department. Ability to teach German would be an advantage.
Application forms and further particulars from the Headteacher. (61911) 133622

ST. HELENS

EDUCATION COMMITTEE
HAYDOCK HIGH SCHOOL
Clipsley Lane, St. Helens, Merseyside.
(11-16 years mixed Comprehensive) 784 on roll).
MODERN LANGUAGES
(Scale 1)
Required for September 1982. The ability to offer both French and German would be an advantage.
Application forms are available from the Head Teacher to whom they should be returned immediately. (60934)

STAFFORDSHIRE

EDUCATION COMMITTEE
CHERNET SCHOOL
Allport Street, Cannock, Staffs. WS11 1JU
Required for September, 1982 TEACHER OF FRENCH (Scale 1). The successful applicant will have an opportunity to teach the subject throughout the school, an interest in European Studies would be an opportunity.
All application forms available on request and returnable to the Headmaster, Mr. D. Adams.
Applicants are asked to note that in the County Council's view they it is desirable for their employees to be members of a Recognised Trade Union. (60288) 133622

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and Stansted Airport. Generous London Addition to salary scales.
HEATHCOTE HIGH SCHOOL
Shernhall Street, London. E4 9ES
Head Teacher: Mr. K.A. Ross, B.A.
REQUIRED FOR SEPTEMBER, 1982, TEACHER OF FRENCH to teach throughout the school in this mixed comprehensive school. Scale 1 (Scale 2 after 2 years (730 on roll) to join a flourishing Modern Language Department.
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, Chingford, London E4 8QA
Head Teacher: Mr. P.Rr.
TEACHER OF GERMAN/FRENCH (Scale 1) required in this mixed Comprehensive school for pupils aged 14 - 18 years (980 on roll).
Applicants for German is sought to teach German with French to C.S.E., 'O' level, 'A' level standard together with some F.L. work (Chamber of Commerce).
Application form for further details available from and completed forms to be returned to the Head Teacher concerned on receipt of s.a.e.
Closing date 18th June, 1982. (61644) 133620

WEST SUSSEX

MILLAIS SCHOOL
Depot Road, Horsham, RH13 5HE
(11 - 16 Girls Comp., 11, nor 13+)
Required September 1982, Teacher of French (Scale 1) able to teach the subject throughout the school to all levels. Ability to offer Spanish or German an advantage.
Form and details from Headmistress, sae please (60194) 133622

WEST SUSSEX

SOUTHERN AREA
NEW SECONDARY SCHOOL
WORTHING
(Mixed, Comprehensive, 12 - 18 years)
Required September 1982 FRENCH/GERMAN
TEMPORARY FULL-TIME Teachers able to teach FRENCH and GERMAN to 'O' level/C.S.E. Willingness to participate in European Studies an advantage.
Application forms and further particulars from the Headteacher. (A.E. (60925) 133622

WILTSHIRE

THE CORSHAM SCHOOL
The Lyddings, Corsham, Wilts SN13 9PT
Required for September, a well qualified teacher of French (Scale 1) to join a forward looking team of languages specialists in this co-educational comprehensive school. The pupils aged 11 - 18 years. The ability to offer GERMAN would be an advantage, but this is not essential. Applications from graduates with other qualifications will be considered.
Application forms (returnable by 18th June) and publications from candid

SECONDARY MUSIC
continued

BERKSHIRE

LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading, Berks.
N.O.R. 1276
Required September 1982. In this mixed 11 - 18 Comprehensive School, a multi-racial ETIC TEACHER OF MUSIC clude to join active department. Music is taught to CSE, O and A level and there is much extra-curricular work.

Applications as soon as possible by letter, including curriculum vitae, to the Head-master (enclosing see). Closing date for receipt of application 4th May. County Council is an equal opportunity employer. (36957) 133822

COVENTRY

CITY OF COVENTRY
Peripatetic Instrumental Teaching Scheme
Required September, 1982
B) 1 Teacher of Oboe
C) 1 Teacher of Clarinet
Part Time Teacher of Violin
The above full time posts are offered on a Scale 3 basis pending on qualifications and experience.
The persons appointed will be part of a large team of teachers centred at the Coventry School of Music and working within the Authority's scheme for instrumental instruction under the supervision of the Music Advisers. They will work with small classes and individual pupils in Primary and Secondary Schools and in the Coventry School of Music. Canvassing disqualifies. Closing date 10 days afterappearance of advertisement.
Application forms and further particulars from the Director of Education, New Council Offices, High Street, Coventry CV1 5RS (Tel. 0203 25555 Ext. 2154). (6168) 133822

DEVON

Please see displayed advertisement on page 59. (4033) 133822

DONCASTER

ARMTHORPE COMPREHENSIVE (11 - 16)
Mere Lane, Armthorpe, Doncaster, DN3 3DS.

1120 on roll including 150 in the Sixth Form

Required for September, 1982, a teacher with the ability to assist with the teaching of Music (Scale 1 post). The subject is taught to all pupils of the first three years and is required for the examination option to CSE and O level.

The Department has a wide range of extra curricular activities in which the person appointed would be involved.

Letter of application, including curriculum vitae and names of two referees, should be addressed to the Headmaster at the above address as soon as possible. Telephone enquiries to Mr. Turner (Doncaster 821585). (6192?) 133822

EAST SUSSEX

COUNTY COUNCIL
HAILSHAM SCHOOL
Battle Road, Hailsham, BN27 1DT
(Comprehensive Mixed 11 - 18. 1500 on roll)
Required in September 1982. Teacher for Music, Scale 1 to teach all levels in the School and to assist with choral and orchestral work. Ability to play the guitar and a practical knowledge of jazz essential.
Relocation grant available in approved cases.
Application forms (s.a.e. please) from the Headmaster. Closing date 18th June, 1982. (6198) 133822

ESSEX

INGATESTONE ANGLO-EUROPEAN SCHOOL, Stoll (11-18 incl. 480 in 5th Form) Ingatestone, Essex. Tel. Ingatestone 4018
TEACHER, SCALE 1 London Allowance payable.
Required for January 1983 a Music Teacher to lead Teacher, assist Upper School graduate. Music Teacher to join a lively and dynamic teaching to up to and including 'A' level standard.
Apply in writing enclosing curriculum vitae and names of two academic referees. (Overseas s.a.e. please). (6179) 133828

GWENT

COUNTY COUNCIL
BEECHWOOD COMPREHENSIVE SCHOOL
(11 - 18)
Required September, 1982, to teach Music throughout the School.
Application forms are available from Head Teacher, to whom they should be returned as soon as possible. (4058?) 133822

HARROW

EDUCATION COMMITTEE
HOUSEMAN HIGH SCHOOL
Mount View Road, Stanmore, Middlesex HA7 4DB
Tel: 01-954 5695 Required from September/January Specialist teacher, part-time (0.3 p.t.) only, to teach Music in this 11+ - 16+ mixed Comprehensive High School, an enthusiastic teacher equipped to work in a busy, thriving department which caters for a wide range of Musical activities up to 'O' and 'A' levels.
Application forms from and to be returned to Head teacher, by 18th June, 1982, please to enclose s.a.e. addressed envelope. (6169) 133822

Where to look for the right job

Whether you're looking for a new job or a new employee, you'll find the right place in the Times Educational Supplement.

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Every week, the TES brings you the widest choice of people looking for jobs in education.

Whether you're looking for a new job or a new employee, you'll find the right place in the Times Educational Supplement.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
ST. JOHN'S R.C. SCHOOL
Rochester Road, Gravesend, Kent.
Roll: 979
Required for September 1982, in this mixed 11 - 16 comprehensive in Gravesend, a teacher of Music to join an active department. Music is taught to CSE, O and A level and there is much extra-curricular work.
Applications as soon as possible by letter, including curriculum vitae, to the Headmaster (enclosing see). Closing date for receipt of applications 4th May. County Council is an equal opportunity employer. (36957) 133822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
DANE COURT SCHOOL
Broadstairs, Kent. CT10 2LW
HEAD OF JUNIOR SCHOOL
Scale 4
Required for September, if possible or by January, 1983, a well qualified experienced teacher to share responsibility with a male colleague for the academic and pastoral welfare of pupils in years 5 and 6.
Administrative skill, ability to liaise with feeder Primary Schools with confidence and tact are required to contribute to the management of the School and to assist as the ability to foster pupils' interests and relationships with pupils as individuals.
Candidates are sought who can teach to 'O' and 'A' level in one or more of: English, Mathematics, Music, Geography.
Dane Court is a co-educational, selective school (5-16) with 1,150 pupils (300 in the Sixth Form) housed in modern buildings in a pleasant residential district.
Applications should be made by letter enclosing a curriculum vitae and the names and addresses of two referees to the Head, by 18th June, 1982. (4014?) 134018

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
DANE COURT SCHOOL
Broadstairs, Kent. CT10 2LW
HEAD OF JUNIOR SCHOOL
Scale 4
Required for September, if possible or by January, 1983, a well qualified experienced teacher to share responsibility with a male colleague for the academic and pastoral welfare of pupils in years 5 and 6.
Administrative skill, ability to liaise with feeder Primary Schools with confidence and tact are required to contribute to the management of the School and to assist as the ability to foster pupils' interests and relationships with pupils as individuals.
Candidates are sought who can teach to 'O' and 'A' level in one or more of: English, Mathematics, Music, Geography.
Dane Court is a co-educational, selective school (5-16) with 1,150 pupils (300 in the Sixth Form) housed in modern buildings in a pleasant residential district.
Applications should be made by letter enclosing a curriculum vitae and the names and addresses of two referees to the Head, by 18th June, 1982. (4014?) 134018

WILTSHIRE

THE WARNEFORD SCHOOL
Shrivenham Rd, Highworth, Swindon SN6 7BJ
(11 - 16 years; 850 on roll)
Headteacher: C.S. Dunsbury
Required SEPTEMBER 1982, temporary for one year, only Teacher, Scale 1, for MUSIC in Lower School: years 1 - 3.
Letter of application, together with names and addresses of two referees, to the Headmaster. (3804?) 133822

Pastoral

Heads of Department

HARINGEY

PROGRESS WITH HUMANITIES
THE WILLIAM FORSTER SCHOOL
Langham Road, London N15 3RB
Comprehensive Mixed (11 - 18) School
Required for September, 1982, or as soon as possible afterwards, for the 1986/8 pastoral year:
HEAD OF DEPARTMENT, Scale 3.
For further information see under SECONDARY SCHOOLS — HEADS OF DEPARTMENT.
Haringey is an equal opportunity employer. (4010?) 134018

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
DANE COURT SCHOOL
Broadstairs, Kent. CT10 2LW
HEAD OF JUNIOR SCHOOL
Scale 4
Required for September, if possible or by January, 1983, a well qualified experienced teacher to share responsibility with a male colleague for the academic and pastoral welfare of pupils in years 5 and 6.
Administrative skill, ability to liaise with feeder Primary Schools with confidence and tact are required to contribute to the management of the School and to assist as the ability to foster pupils' interests and relationships with pupils as individuals.
Candidates are sought who can teach to 'O' and 'A' level in one or more of: English, Mathematics, Music, Geography.
Dane Court is a co-educational, selective school (5-16) with 1,150 pupils (300 in the Sixth Form) housed in modern buildings in a pleasant residential district.
Applications should be made by letter enclosing a curriculum vitae and the names and addresses of two referees to the Head, by 18th June, 1982. (4014?) 134018

Scale 1 Posts

AVON

COUNTY OF AVON
LOCKLEAZE SECONDARY SCHOOL
Romney Avenue, Bristol BS7 9XP
Required for SEPTEMBER 1982, at this mixed comprehensive school (11-16 years) situated on the Northern outskirts of the City of Bristol, a teacher to take mainly PHYSICAL EDUCATION and to offer some Science in the Lower School.
Salary Scale 1.
Apply by letter to the Headmaster giving particulars of qualification and experience and the names and addresses of two referees. (6603?) 134022

BARNET

LONDON BOROUGH OF BARNET
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts. EN5 5SS
Comprehensive, Roll 865
South Formula. Near to High Barnet Stn.
Required September 1982, Teacher of GIRLS' P.E. to join strong department (some specialists and swimming instructors). Ideally qualified in Tennis, Dance, Gymnastics, Basketball, Athletics are among activities offered.
Scale 1
In approved cases assistance may be given towards the payment of removal expenses and relocation allowance.
Apply in writing to Head Teacher with full C.V. and names of two referees.
S.A.E.
Director of Educational Services. (4015?)

BARNSLEY

METROPOLITAN BOROUGH OF BARNSLEY
PRIORY COMPREHENSIVE SCHOOL
Littlewood Lane, Lundwood, S.Yorks.
(11 - 18 Mixed Comprehensive (SPA No on roll 880)
REQUIRES TEACHER(S) OF D. A. L. Every BA MED PROF
Required for September, 1982
TEACHER OF PHYSICAL EDUCATION (SCALE 1)
To join a thriving department which exhibits the comprehensive ideal throughout the implementation stage.
The successful candidate will be responsible for the further development of Rugby and shouldbe able to assist in Badminton and Basketball.
Ability to take some confidence in all pupils is essential. Some A/level work may be available to senior pupils.
This is a reorganised department previous applicants who wish to be considered should notify the Headteacher.
Application forms and further details are available from the Headteacher at the above School (SAE please) to whom they should be returned within ten days of the publication of this advertisement. (4054?)

BERKSHIRE

COUNTY COUNCIL OF BERKSHIRE
SCHOOL
Norcot Road, Tilehurst, Reading, Berks.
Required September 1982, TEACHER FOR BOYS' P.E. & GAMES
Scale 1 post
Applications from probationers will be welcomed.
Please apply direct to Headmaster with details of age, qualifications, teaching experience and names and addresses of two referees to be approached. S.A.E. (6172?) 134022

BERKSHIRE

ZIZZI'S COMPREHENSIVE SCHOOL
Furze Platt Road,
Maidenhead, Berks SL6 7NQ
N.O.R. 1047
Required September 1982 in this 11 - 18 5FE Co-Educational Comprehensive School
ASSISTANT TEACHER OF CHILD IN HOCKEY, EDUCATION (Scale 1). A strong interest in Hockey, Dance, Gymnastics, Athletics and Tennis. School has no site playing fields. Sports (all) and Gymnasium.
Apply immediately to the Headmaster stating age, qualifications, experience (if any) and other relevant information and naming two referees (see). Berkshire County Council is an equal opportunity employer. (4000?) 134022

BERKSHIRE

STONEHAM SCHOOL
Tilehurst Road, Reading RG3 2JG
N.O.R. approx 1000 (11 - 18 Comprehensive) approx 100 in 6th form).
Required September 1982, TEACHER OF PHYSICAL EDUCATION (Scale 1) A committed teacher willing to offer Soccer, Cricket, Basketball, to join a very active well organised department which already has a heavy programme of after-school activities and training. Applications should state a second subject.
Applications in writing with details of two referees and details of qualifications and experience to the Headmaster (see). Closing date 14th May. Berkshire County Council is an equal opportunity employer. (3995?) 134022

BERKSHIRE

SANDHURST SCHOOL
Owlsmoor Road, Sandhurst, Camberley, Surrey
N.O.R. 1100 Comprehensive (11 - 18 mixed)
Required September 1982, TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1). The successful candidate would be expected to support a wide programme of extra curricular activities with a special interest in Basketball and Soccer/Athletics. The school has excellent facilities and has a strong tradition in outdoor pursuits.
Apply in writing, naming two referees, to the Headmaster, (SAE) Tel: Crowthorne 5678. Berkshire County Council is an equal opportunity employer. (4027?) 134022

BERKSHIRE

TURNPIKE SCHOOL
Avon Way, Newbury.
N.O.R. 760
Required September 1982, TEACHER OF BOYS' P.E. Scale 1 in this well-established 11 - 16 mixed comprehensive school. Excellent facilities and playing fields. Strong sports hall and gymnasium.
Applications with full curriculum vitae to the Headmaster (see). Closing date 14 June. Berkshire County Council is an equal opportunity employer. (4011) 134022

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN DIVISION
WYCOMBE COUNTY SECONDARY SCHOOL
Penn Road, Wycombe Marsh
Head: D.B. Thrower, M.B.E.
Required September, 1982, a specialist teacher of Physical Education to join a department active in a wide range of activities. The successful candidate will be required to assist in all aspects of the work of a subdelivery subject.
Apply by letter to the Headmaster, giving full c.v. and the names of 2 referees. s.a.e.p. (6196?) 134022

BUCKINGHAMSHIRE

CAMBRIDGE AREA
LAWSON VILLAGE COLLEGE
Required for September, qualified teacher (Scale 1) of PHYSICAL EDUCATION. This is a Comprehensive Community College with excellent facilities is situated on the south-east outskirts of the city.
Applications by letter, including full curriculum vitae giving the names and addresses of two referees to the Warden, The Village College, New Road, Queen Edith's, Cambridge CB2 4AP. (6153?) 134222

CAMBRIDGESHIRE

NORTHERN AREA
WATSON HOUSE
(11-18 comprehensive, co-educational)
Mountstevan Avenue,
Peterborough PE1 4HX
Tel: Peterborough 78501
Headteacher: Mrs. S.M. West
Group 1
Roll: 1300
Required for September, 1982, for one year only, a teacher of Physical Education (Scale 1) with the ability to teach aspects of Girls' Games, interest in hockey and basketball advantageous.
Possibility of assistance with housing in appropriate case.
Letters of application and curriculum vitae and the names and addresses of two referees should be forwarded direct to the Headteacher at the above address by the 18th June, 1982, (SAE please) for further details, immediately. (4045?) 134222

CAMBRIDGESHIRE

NORTHERN AREA
WATSON HOUSE
(11-18 comprehensive, co-educational)
Mountstevan Avenue,
Peterborough PE1 4HX
Tel: Peterborough 78501
Headteacher: Mrs S.M. West
Group 1
Roll: 1300
Required for September, 1982, a lively and enthusiastic teacher of Physical Education (Scale 1) to join a team to teach all aspects of this subject (e.g. Above average ability is desirable but not essential).
Possibility of assistance with housing in appropriate case.
Letter of application enclosing curriculum vitae and the names and addresses of two referees should be forwarded direct to the Headteacher at the above address by the 18th June, 1982, (SAE please) for further details, immediately. (4045?) 134222

CAMBRIDGESHIRE

HUNTINGDON AREA
ST IVES SCHOOL
High Leys, St Ives,
Huntingdon, Cambs.
(1750 mixed; 11 - 18 years, Required for September, 1982, a specialist Scale 1 teacher of GIRLS' PHYSICAL EDUCATION with gymnastics a particular strength.
Other activities considered: Excellent facilities and full programme of fixtures.
Application by letter giving full c.v and the names of two referees to the Headmaster to be sent on receipt of a s.a.e. (4045?) 134222

DERBYSHIRE

THE GRANVILLE SCHOOL
Burton Road, Woodville, Burton-on-Trent.

Headmaster: Dr. R. B. Chater, B.Sc.

A scale 1 teacher of Girls' Physical Education and Games is required from September, 1982.
The person appointed will join a successful and enthusiastic team and will be expected to teach throughout the age and ability range.
The department offers a balanced programme of Physical Education with a wide range of extra curricular activities and a strong tradition in Netball and Dance would be an advantage.
Granville is a well structured mixed 11-16 Comprehensive with a steady intake of 6 forms.
Further particulars and application form available from the Head, s.a.e. please.

Derbyshire County Council is an equal opportunity employer. (6118?) 134222

DERBYSHIRE

EDUCATION COMMITTEE
HEANOR GATE SCHOOL
Smalley Hill, Heanor, Derbyshire DE7 7BA

Headmaster: S. C. Campion, BA

GIRLS PHYSICAL EDUCATION
Scale 1

Required for September a teacher of Girls' Physical Education, Scale 1.
Further information and application form from the Headmaster to whom it should be returned by 18th June.

Derbyshire County Council is an equal opportunity employer. (3618?) 134222

DORSET

THE WOODROFFE SCHOOL
(11-18 mixed Comprehensive, 975 Students: 180 Boarders: 130 in Sixth Form)
Required for September: Teacher of Dress/Needlecraft with PHYSICAL EDUCATION (Scale 1)
This appointment is temporary for 1 year in the first instance. All needlecraft skills (m & f) must be currently furnished specialist area: Physical Education, to GAMES/OUTDOOR PURSUITS as sought.
Full details and application form (case please) from Headmaster to be returned by 18th June, 1982. (6108?) 134222

DORSET

WEYMOUTH GRAMMAR SCHOOL
Chickerell Road, Weymouth
(1200, 11-18 co-educational, 6 forms)
Required for September 1982, teacher of Girls' Physical Education throughout school. Scale 1.
Letters of application (no formal application form) and names and addresses of two referees to Headmaster. Informal further details are available (see overleaf). (6107?) 134222

EALING

LONDON BOROUGH OF EALING
GREENFORD HIGH SCHOOL
Oldfield Road, Greenford, Middx.
Scale 1 teacher required for September, 1982 in this five-form entry 11-16, eight form entry mixed Comprehensive School with excellent facilities to include playing fields on site and a Sports Hall.
The successful applicant should have particular interests in rugby and basketball but will be required to teach throughout the school. Some examination teaching will be expected.
London Weighting £750.
Application by letter to the Headmistress Miss C. Hughes at the School (SAE) (6186?)

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
NORTHCOTE LODGE SCHOOL
Queens Road, Cranford, Middlesex TW5 9QB
Required for September 1982 a teacher of Physical Education and Games, Scale 1 to teach throughout the school. Some examination teaching will be expected. Preference will be given to a candidate with a strong interest in Netball and Gymnastics.
Application form and further details of qualifications and experience and names and addresses of two referees (SAE). (6155?) 134222

EAST SUSSEX

COUNTY COUNCIL
HOVE GRAMMAR SCHOOL
Nevill Road, Hove BN2 7BN
(1100 boys, 200 girls in 6th
NOR: 1100
Required for September 1982, a qualified teacher of Physical Education (Scale 1) with a strong interest in some of the following subjects: Rugby, Basketball, Athletics.
Applications to Head teacher with curriculum vitae and names of two educational referees. (6115?) 134222

HAVERING

LONDON BOROUGH OF HAVERING
HAVERING DRAPER SCHOOL
Tennis Lane, Hornchurch RM12 6BT
Tel: Hornchurch 43068
Headteacher: C. L. Rees
Scale 1
GIRLS P.E. AND ENGLISH
Male required September 1982 for vacancy in the two departments. While one subject would offer an ideal opportunity for a specialist, equally qualified teacher with English as second subject would be welcome. Scales of salary are available from the Headteacher.
Letters of application should be sent to arrive by 14th June, giving full curriculum vitae, names and addresses of two referees. Closing date 14 days after the publication of this advertisement. (6158?) 134222

HEREFORDSHIRE

STANBOROUGH SCHOOL
Crawford Lane, Welwyn Garden City, Herts. AL7 4PA
(1150 boys and girls: 135 in 6th form)
Required for September, 1982, a teacher of Girls' Physical Education, Scale 1, to join a team of 3 teachers in this five-form entry mixed comprehensive school with excellent facilities including a sports hall. Applicants should be interested in all aspects of P.E. and be prepared to take part in the extra-curricular activities of the school. Ability to offer netball and athletics would be an advantage.
Apply immediately to the Headmaster, including names and addresses of two referees. Further details and application form from the Head, s.a.e. please. (6167?) 134222

HERTFORDSHIRE

STANBOROUGH SCHOOL
Crawford Lane, Welwyn Garden City, Herts. AL7 4PA
Required for September, 1982, a teacher of Girls' Physical Education, Scale 1, to join a team of 3 teachers in this five-form entry mixed comprehensive school with excellent facilities including a sports hall. Applicants should be interested in all aspects of P.E. and be prepared to take part in the extra-curricular activities of the school. Ability to offer netball and athletics would be an advantage.
Apply immediately to the Head, including names and addresses of two referees. Further details and application form from the Head, s.a.e. please. (6167?) 134222

LEICESTERSHIRE

THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Loughborough Road, Quorn, Nr. Loughborough, Leics.

In the Leicester plan for the re-organisation of secondary education. 14 - 18

Roll 1295

PHYSICAL EDUCATION - SCALE 1

Required August, 1982, a teacher of Physical Education and dance to join a well qualified team of 3 teachers. Applicants are invited to join enthusiastic young teachers to join a lively and successful department. The sports facilities include a heated pool, all weather pitch and use of the four Upper Schools; the remaining majority follow courses leading to CSE O level and C.E.
Application form and further details available from the School (foolscap SAE please).
SHEPWAY DIVISION
SOUTHFIELDS SCHOOL
(founded 1610)
Shaw Lane, Sandgate
Southland's School is a well-established 11-18 Comprehensive School with about 1500 boys and girls, situated in the village of Romney Marsh. New Romney is within easy historic town near to the sea.
Required September: a Teacher of Physical Education (Scale 1) of Physical Education Boys, willingness to further develop the growth of Rugby as well as to participate in a wide variety of other sports. Ability to participate in a wide variety of other sports would be useful. Driving licence required. Provision of assistance with housing in appropriate cases.
Letter of application and curriculum vitae and names of two referees, 6 copies, to Head Teacher with curriculum vitae and names of two referees. Closing date 14 days after the publication of this advertisement. (6162?) 134222

HILLINGDON

LONDON BOROUGH OF HILLINGDON
GREENWAY SCHOOL
Middlesex Avenue, Hillingdon, Uxbridge UB8 3PH
Middlesex teacher required for 1st September 1982 to teach Physical Education in Hockey and Netball to girls aged 11-16 years. Candidates should be prepared to take part in extra curricular activities and have a strong interest in Hockey and Netball. Some knowledge of Gymnastics and Dance would be an advantage.
Application forms and further details of qualifications and experience and names and addresses of two referees (SAE). (6159?) 134222

ISLE OF MAN

ISLE OF MAN EDUCATION
CASTLETOWN GRAMMAR SCHOOL
Castletown, Isle of Man
Required for SEPTEMBER 1982, a Teacher of Physical Education (Scale 1) to assist with Netball, Hockey of Athletics.
Applications to Head Teacher with curriculum vitae and names of two referees. Closing date 14th June, 1982. (6160?) 134222

SECONDARY PHYSICAL
continued

ESSEX

THURSTABLE SCHOOL (Roll 1350 (11 - 18)
Clayhill Road, Tiptree, Colchester CO5 0EW.
Tel: 0621 815526.
ASSISTANT TEACHER IN PHYSICAL EDUCATION.
SCALE 1
September, 1982. Physical Education Teacher for boys and mixed groups, excelling in athletics for many sports. Classroom subject is available.
Apply by letter, with full details of qualifications and experience, to the Headteacher. C.V. names of two referees. Closing date 14 days after the appearance of this advertisement. (6117?) 134222

GLOUCESTERSHIRE

KATHARINE LADY BERKELEY'S SCHOOL
Wotton-Under-Edge, Gloucestershire., GL12 8HB
Required September, 1982, Teacher/Warden Scale 3. Responsible for running Sports Centre assisted by Deputy Wardens. Half a weeks timetable teaching in the subject.
The appointment will be a fixed term contract for the school year 1982 - 83 only.
Apply by letter giving full details of qualifications and names of two referees to the Headmaster as soon as possible. Late closing date(s) agreed for teaching. (4050?) 134220

LINCOLNSHIRE

ASSISTANT TEACHER

LINCOLN ANCASTER HIGH SCHOOL

Burnham Scale 1

N.O.R. 600

Required in September, 1982, teacher to take responsibility for Girls Physical Education throughout the School. Scale 2 available for suitable applicant.

For forms and further particulars send SAE to the school, Burnham Avenue, Lincoln LN6 0QJ. Closing date 23rd June, 1982. (4032) 134220

NORTHAMPTONSHIRE

NORTHAMPTON ST DAVID'S MIDDLE SCHOOL
Harborough Road, Northampton NN2 8PT

A PE and Games Teacher is required as soon as possible. Candidates should be able to organise and teach PE and Games to 9-13 year olds, and be responsible for the various school teams. Some help with other subjects would be expected.

The Governors are seeking a practising Roman Catholic.

A Scale 2 post is available for a suitably qualified and experienced teacher.

Applications by letter to the Headmaster, giving the names and addresses of two referees. (6000?) 134220

Scale 2 Posts and above

ESSEX

CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS
(selective school - 11 girls)
Broomfield Road,
Chelmsford, CM1 1RW.
Tel: Chelmsford 352 696
PHYSICAL EDUCATION TEACHER FOR GIRLS
Scale 2
September or January. Specialist Physical Education teacher for girls' Scale 2 for suitable qualified candidate. Applications from probationers will be welcomed.
Please apply direct to Headmistress with details of age, qualifications, teaching experience and names and addresses of two referees to be approached. S.A.E. (6173?) 134222

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE
Bayshill Road, Cheltenham, Gloucestershire GL50 3EP
Required September 1982, Assistant Mistress to teach Physical Education throughout the School. Scale 2 (Burnham) plus boarding allowance.
Applications by letter to the Headmistress, Miss Jane Lumley, M.A., giving full details of qualifications and experience and the names of two referees. (6174?) 134222

HAMPSHIRE

ST GEORGE CATHOLIC COLLEGE
Yateley, Hants.
Lesside Way, Southampton SO2 1JW
(11-16 Comprehensive; NOR 980)
Required for September Scale 1 Teacher for P.E. throughout school (some Boys). Ability to coach games. Sports followed are Rugby, Soccer, Basketball and Athletics.
Applications to Head Teacher with curriculum vitae and names of two educational referees. (6116?) 134222

HAMPSHIRE

ST GEORGE CATHOLIC COLLEGE
Yateley, Hants.
Lesside Way, Southampton SO2 1JW
(11-16 Comprehensive; NOR 980)
Required for September Scale 1 Teacher for P.E. throughout school (some Boys). Ability to coach games. Sports followed are Rugby, Soccer, Basketball and Athletics.
Applications to Head Teacher with curriculum vitae and names of two educational referees. (6116?) 134222

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
CECIL HENRY SCHULTE HIGH SCHOOL
Bonnaygh Road, Hull
Head: Mrs J. Jones
Required for September, 1982, a well qualified teacher, Scale 1, of GIRLS' PHYSICAL EDUCATION. An interest in Dance and the ability to coach other games activities would be an advantage. The school has excellent facilities on site, including a swimming pool. Applications forms with further details are available from the Head to whom completed forms should be returned by 25th June, 1982. (6134?) 134222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTHFLEET DIVISION
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent.
Roll: 1095
Required in September, a teacher of Girls' Physical Education, Scale 1, in this large comprehensive school (1200 pupils, which has good facilities including a swimming pool, sports hall. Applicants should be interested in all aspects of P.E. and be prepared to take part in the extra-curricular activities of the school. Ability to offer netball and athletics would be an advantage.
Apply immediately to the Headmistress including full details of qualifications and experience and names and addresses of two referees (SAE). (6158?) 134222

LEICESTERSHIRE

COUNTERTHORPE
Countesthorpe, Leicester
In the Leicestershire plan for the re-organisation of secondary education. 14 - 18
G. Dyson
ROLL 1070

PHYSICAL EDUCATION - SCALE 1

Required August, a teacher responsible for Girls physical education. Male enthusiastic in a wide variety of activities to assist with willingness to teach mixed groups.

Further details from the Head, apply immediately (no forms) with full personal details, names and addresses of two referees (SAE). (6084?) 134222

LEICESTERSHIRE

ROUNDHILL COLLEGE
Thurmaston, Leicester

In the Leicestershire plan, for the re-organisation of secondary education.

11 - 14 High
Roll: 825

GIRLS PHYSICAL EDUCATION
SCALE 1

Required August.

Further details from Head (no forms) immediately (no forms) with full particulars and names and addresses of two referees (SAE). (6081?) 134222

LEICESTERSHIRE

THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Loughborough Road,
Quorn, Nr. Loughborough, Leics.

In the Leicester plan for the re-organisation of secondary education. 14 - 18

Roll 1295

PHYSICAL EDUCATION - SCALE 1

Required August, a teacher responsible for Physical Education and dance to join a well qualified team of 3 teachers. Applicants are invited to join enthusiastic young teachers to join a lively and successful department. The sports facilities include a heated pool, all weather pitch and use of the four Upper Schools; the remaining majority follow courses leading to CSE O level and C.E.
Application form and further details available from the School (foolscap SAE please).
SHEPWAY DIVISION
SOUTHFIELDS SCHOOL
(founded 1610)
Shaw Lane, Sandgate
Southland's School is a well-established 11-18 Comprehensive School with about 1500 boys and girls, situated in the village of Romney Marsh. New Romney is within easy historic town near to the sea.
Required September: a Teacher of Physical Education (Scale 1) of Physical Education Boys, willingness to further develop the growth of Rugby as well as to participate in a wide variety of other sports. Ability to participate in a wide variety of other sports would be useful. Driving licence required. Provision of assistance with housing in appropriate cases.
Letter of application and curriculum vitae and names of two referees, 6 copies, to Head Teacher with curriculum vitae and names of two referees. Closing date 14 days after the publication of this advertisement. (6162?) 134222

LEICESTERSHIRE

MUNDELLA SCHOOL
Wycombe Road, Leicester.
Comprehensive
Roll 1173
PHYSICAL EDUCATION
Scale 1
Required August. Applicants are invited from candidates for an offer combination of the following specialisms: athletics, gymnastics and associated gymnastics and dance should also state their second curriculum area.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (6084R) 134222

LEICESTERSHIRE

ROUNDHILL COLLEGE
Thurmaston, Leicester

In the Leicestershire plan, for the re-organisation of secondary education.

11 - 14 High
Roll: 825

GIRLS PHYSICAL EDUCATION
SCALE 1

Required August.

Further details from Head (no forms) immediately (no forms) with full particulars and names and addresses of two referees (SAE). (6081?) 134222

LEICESTERSHIRE

THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Loughborough Road,
Quorn, Nr. Loughborough, Leics.

In the Leicester plan for the re-organisation of secondary education. 14 - 18

Roll 1295

PHYSICAL EDUCATION - SCALE 1

Required August, a teacher responsible for Physical Education and dance to join a well qualified team of 3 teachers. Applicants are invited to join enthusiastic young teachers to join a lively and successful department. The sports facilities include a heated pool, all weather pitch and use of the four Upper Schools; the remaining majority follow courses leading to CSE O level and C.E.
Application form and further details available from the School (foolscap SAE please).

LEICESTERSHIRE

MAIDSTONE DIVISION
THE ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone, Kent ME16 8AR
Required September 1982 a teacher of PHYSICAL EDUCATION, Scale 1. Applicants are invited from enthusiastic young teachers to join a lively and successful department. The sports facilities include a heated pool, all weather pitch and use of the four Upper Schools; the remaining majority follow courses leading to CSE O level and C.E.
Application form and further details available from the School (foolscap SAE please).
SHEPWAY DIVISION
SOUTHFIELDS SCHOOL
(founded 1610)
Shaw Lane, Sandgate
Southland's School is a well-established 11-18 Comprehensive School with about 1500 boys and girls, situated in the village of Romney Marsh. New Romney is within easy historic town near to the sea.
Required September: a Teacher of Physical Education (Scale 1) of Physical Education Boys, willingness to further develop the growth of Rugby as well as to participate in a wide variety of other sports. Ability to participate in a wide variety of other sports would be useful. Driving licence required. Provision of assistance with housing in appropriate cases.
Letter of application and curriculum vitae and names of two referees, 6 copies, to Head Teacher with curriculum vitae and names of two referees. Closing date 14 days after the publication of this advertisement. (6162?) 134222

LEICESTERSHIRE

HIND LEYS COLLEGE
Forest Street, Shepshed, Loughborough LE12 9BX

In the Leicestershire plan for the reorganisation of secondary education.

11 - 16 Upper
ROLL 1

PHYSICAL EDUCATION - SCALE 1 Temporary

Required August for one year only.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (6098?) 134222

LEICESTERSHIRE

HIND LEYS COLLEGE
Forest Street, Shepshed, Loughborough LE12 9BX

In the Leicestershire plan for the reorganisation of secondary education.

11 - 16 Upper
ROLL 1

PHYSICAL EDUCATION - SCALE 1 Temporary

Required August for one year only.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (6098?) 134222

LINCOLNSHIRE

ASSISTANT TEACHER

NORTH HYKEHAM THI. ROBERT PATTINSON SCHOOL

Burnham Scale 1

N.O.R. 1200

Required from September, 1982, a specialist trained teacher for Girls' PE to join a team of 4 full time staff with a full-time PE commitment. Ability to interest in educational games and gymnastics would be an advantage.
For details send SAE to the school, Minor Lane, North Hykeham, Lincoln LN6 9AF. Apply by letter with full curriculum vitae. Closing date - 23rd June, 1982. (3609?) 134222

NORTH YORKSHIRE

COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley, Middlesbrough TS9 5AL
Required for September 1982 a teacher of Girls' P.E. (Scale 1) for this 11 - 18 mixed comprehensive school (roll 1280), situated at the edge of the North York Moors National Park.
Further details are available (s.a.e. please) on request to the Headmaster (whose application forms should be returned within the next 10 days. (4053?) 134222

NORFOLK

KING EDWARD VI HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB

No. on Roll: 1200 inland (plus 11 - 16 18 years

N.O.R. 1200

Required from September, 1982, a specialist trained teacher for Girls' PE to join a team of 4 full time staff with a full-time PE commitment. Ability to interest in educational games and gymnastics would be an advantage.
For details send SAE to the school. Minor Lane, North Hykeham, Lincoln LN6 9AF. Apply by letter with full curriculum vitae. Closing date - 23rd June, 1982. (3609?) 134222

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
CHANGE SCHOOL
Hathershaw, Oldham
Required for September 1982 a teacher of GIRLS' PHYSICAL EDUCATION (Temporary, one year) Scale 1 (Burnham) to assist with athletics an advantage.
Apply for details, from the Headmaster (S.A.E.). (6202?) 134222

OXFORDSHIRE

COUNTY COUNCIL
KING ALFRED'S SCHOOL
Portway, Wantage.

Required for September 1982, teacher to cover P.E. (Scale 1) for this mixed comprehensive school with excellent facilities including indoor and outdoor pools, fitness suite, gymnasium, playing fields, athletics area, tennis courts and large playing fields. A commitment to netball with particular capabilities in rugby soccer, cricket, squashes and swimming as well as a genuine commitment to extra-curricular activities. The person appointed will be required to be resident in the school boarding house (60 boys) in return for an extra allowance.
Apply to the Head Teacher enclosing s.a.e. (4012?) 134222

SHROPSHIRE

EDUCATION COMMITTEE
THE ASPLEY SCHOOL
COMPREHENSIVE SCHOOL
Aspley Heath, Woore, Shropshire
PHYSICAL EDUCATION
SPECIALISM
(Temporary, one year)
Required to assist with athletics an advantage.
Apply for details, from the Headmaster (S.A.E.). (6202?) 134222

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term 1982.
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
Closing date: 18th June, 1982, unless otherwise indicated.

SEC

SECONDARY PHYSICAL EDUC

continued

NORTHAMPTONSHIRE

DAVENTRY SCHOOL
(Ashby Road, Daventry. London Addition to salary payable.
REQUIRED FOR SEPTEMBER 1982
A TEMPORARY HIGH SCHOOL FOR GIRLS
Colworth Road, London E11 1JD
Head Teacher: Dr. A.M. Black
TEACHER OF PHYSICAL EDUCATION Scale 1
Required for September, 1982 in this co-educational comprehensive school (age range 11-18).

Assistant for Girls' P.E. and Games (Scale 1) with enthusiasm particularly for Hockey, Gymnastics, netball and tennis and with the ability to teach in other areas of the P.E. curriculum.

The school is expected to have about 940 pupils on roll including about 100 in the Sixth Form. It has a mainly rural catchment area and at the moment stands on two sites.

Sympathetic consideration is usually given to local Councils' requests for rented accommodation from newly appointed teachers who cannot yet afford to buy.

Further details and application forms (which should be returned within 10 days of the appearance of this advertisement. (6134) 134222

SOLIHULL

EDUCATION COMMITTEE
CODE (E&T) SCHOOL
Lode Lane, Solihull, West Midlands
Required for September, Scale 1 Teacher of: SOVS P.E./ENGLISH.
Please apply by letter at once to the Headmaster.
(6164?) 134222

STAFFORDSHIRE

EDUCATION COMMITTEE
QUEEN ELIZABETH SCHOOL
Station Road, Cheadle, Stoke on Trent
Required for September, 1982 a teacher of PHYSICAL EDUCATION (Scale 1) to teach throughout the school. An interest in or knowledge of hockey, tennis and dance would be an added recommendation.

Application forms and further details available from and returnable to the Headmaster at the School.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4048) 134222

STAFFORDSHIRE

EDUCATION COMMITTEE
CODE (E&T) SCHOOL
Burnhill Road, Merton Under Needwood, Nr. Burton upon Trent, DE13 7JA
Required for September, 1982 ASSISTANT TEACHER (Physical Education throughout the school) - scale 1 and 2.

Application forms obtainable from and returnable to the Headmaster at this 13-18 comprehensive school with excellent staff and facilities.

Form and details from Headmaster at School or on receipt of s.a.e. (35955) 134222

WILTSHIRE

WALCOT SCHOOL
Sadlor Walk, Swindon, SN3 1QN
(11 - 14 years: 360 on roll)
Headmistress: Miss S.A. Hudspeth.
REQUIRED SEPTEMBER 1982 TEMPORARY FOR ONE YEAR ONLY, Teacher, Scale 1 for Girls' P.E. Second subject essential: English preferred.
Letter of application, together with names and addresses of two referees, to the Headmaster. (5604) 134222

WILTSHIRE

PARK SENIOR HIGH SCHOOL
Marlowe Avenue, Swindon SN3 3HW
Headmaster: A.M. Hudspeth, B.A.
(11 - 18 years: 649 on roll)
REQUIRED SEPTEMBER 1982 TEMPORARY FOR ONE YEAR ONLY,
1 Teacher, Scale 1, for Girls' P.E. Please state other subjects offered.
Letter of application, together with names and addresses of two referees, to the Headmaster. (5605) 134222

WILTSHIRE

THE JOHN BENTLEY SCHOOL
Calne, Wiltshire SN11 8YH
(1150 11-18 Comprehensive, mixed)
Required for September, 1982 one, possibly two, well qualified teachers of Physical Education (Scale 1). A special interest in Rugby, Hockey, Athletics and Basketball would be an advantage. Female applicants should have strengths in Netball, Dance and Tennis.

Please write for further details to the Headmaster, giving full details of qualifications and experience and the names of two referees from whom we may be approached unless you specifically request otherwise.

Application forms and further details available from and returnable to the Headmaster at the School.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4028) 134222

WILTSHIRE

THE CORSHAM SCHOOL
The Tolsey, Corsham, Wilts SN13 9HT
Required for September, well qualified colleague to teach GIRLS' PHYSICAL EDUCATION (Scale 1) throughout the school for pupils aged 11 - 18 years. Second qualification in the subject which can be taught to 'O' level would be an advantage.

Two gymnasiums, a swimming pool and an all weather games area. The ability to offer a subsidiary subject would be an advantage.

Application forms (returnable by 9th July) and further details (SAE please) from the Headmaster. (3988) 134222

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher with full c.v. and names of two referees.
S.A.E.
Director of Educational Services. (40107) 134420

Scale 1 Posts

CAMBRIDGESHIRE

NORTHERN AREA
SEBRIGHT INSTITUTE
COMMUNITY COLLEGE
Ramsey Road, Whittlesey, Peterborough. PE7 1ZB
Tel: Peterborough 850381
Principal: Mr. D.T. Hill, B.A. (Oxon)
ROLL 818
REQUIRED FOR SEPTEMBER 1982 for one year in the first instance:- A Teacher of Religious Education (Scale 1) the subject is taught to all pupils in the first three years, leading to G.C.E. 'O' level and courses in the fourth and fifth years. An interest in community activities would be an advantage.

A school flat is available.

Apply by letter stating curriculum vitae and the names and addresses of two referees directed to the Principal at the above address by 15th June, 1982. (61360) 134422

DERBYSHIRE

EDUCATION COMMITTEE

WILSTHORPE SCHOOL

Required for 1st September, 1983: a teacher of Religious Studies - Scale 1.

Apply by letter, including curriculum vitae and the names and addresses of two referees, to the Headmaster, Wilsthorpe School, Briar Gate, Long Eaton, Nottingham NG10 4BG.

Derbyshire County Council is an equal opportunity employer. (3945) 134422

DERBYSHIRE

CLOWNE SCHOOL
Boughton Lane, Clowne, Chesterfield, S43 4QG

11-18 Mixed Comprehensive

N.O.R. 1000

For September, Teacher of R.E. Scale 1 to teach to all levels including 'A' level.

Applications by letter with curriculum vitae and details of 2 referees to the Headteacher (s.a.e. please) closing date 18th June, 1982.

Derbyshire County Council is an equal opportunity employer. (6) 134422

DORSET

SHAFTESBURY GRAMMAR SCHOOL
Shaftesbury
Required for September: Teacher of Religious Education to share in the sixth form work of school for one year only because of reorganisation. Possibility of additional part-time work thereafter.

Further information from Headmaster at the school to whom applications should be submitted as soon as possible. (3978) 134422

EAST SUSSEX

COUNTY COUNCIL
CARDINAL NEWMAN R.C. SCHOOL
Upper Drive, Hove, BN3 6ND
(1150 Comprehensive 11-18 V.A. 1870)
Required for September, Teacher of Religious Studies with the ability to teach the subject throughout.

Application forms from and for return to, the Headteacher (s.a.e. please). (61904) 134222

EAST SUSSEX

COUNTY COUNCIL
BAILSHAM SCHOOL
Battle Road, Hailsham, BN27 2EA
(Comprehensive Mixed 11-18, 1200 on roll)
Required September 1982, Teacher of Religious Studies (Scale 1). Temporary post for one year to cover for secondment of Head of Department. Ability to offer the 'New' syllabus at 'O' level greatly appreciated.

Application forms (s.a.e. please) from the Headmaster, to be returned without delay. (6,3987) 134422

ESSEX

COUNTY HIGH SCHOOL FOR GIRLS
Crowan Way, Colchester
Tel: Colchester 560966 or (Hall 685)
RELIGIOUS STUDIES (SCALE 1)
Grammar school requires second Assistant Scale 1 if suitably experienced.
ST. JOHN FAYNE R.C. COMPREHENSIVE SCHOOL
Fetching Hall Lane, Chigwell
Tel: 554009
(1,000)
RELIGIOUS EDUCATION.
SCALE 1
Specialist Religious Education Teacher required September 1982. P.E. or French second subject.

For all posts application by letter giving c.v. and names of two referees to the Headteacher (s.a.e. please). (61786) 134418

OXFORDSHIRE

COUNTY COUNCIL
JOHN MASON SCHOOL
Abingdon, Oxfordshire
(Mixed Comprehensive 11-18)
Required for September 1982, Teacher of Religious Education, temporary for 1 year only because of reorganisation, could also offer some other subject.

Application forms from Headteacher, returnable by 25th June, 1982.

Further letter to the Headteacher stating qualifications and experience and naming two educational referees. Further details available (S.A.E. please). (4014) 134422

SUFFOLK

DRESDEN HIGH SCHOOL
Dresden Avenue, Felixstowe
Roll 800
PTA, TES
Required January 1983 HEAD OF SCIENCE Scale 4 to lead a team of 5 teachers in new academic traditions. An interesting opportunity for a young graduate who would be an advantage. Closing date 4 weeks after the appearance of this advertisement.

Forms and further details available from Headteacher at the above address (s.a.e. please) to whom they should be returned as soon as possible. (6134) 134422

Religious Education

Heads of Department

DURHAM

COUNTY COUNCIL
TANFIELD COMPREHENSIVE SCHOOL
Stanley
(11-18 years - 1040 on roll)
HEAD OF RELIGIOUS EDUCATION - Salary Scale 2 - well qualified teacher required for January, 1983. Responsibility for Religious Education in charge of Religious Education Department through to C.S.E. and 'O' Level and courses in the fourth and fifth years. To teach subject to A'Level.

Headship addressed envelope for application form and further details to Director of Education, Police Division, Durham County Council, Durham. Closing date for receipt of forms 15th June, 1982. (6) 134418

ST. HELENS

COUNTY HIGH SCHOOL FOR GIRLS
Alfred's R.C. High School
Shirley Street, Newton-le-Willows, WA12 9AD
(11-18 years mixed comprehensive - 1,006 on roll; 178 in sixth form)
Required for September, 1983 to teach to 'O' and CSE levels with some non-examination sixth form work.

Application forms available from the Headteacher to whom they should be returned as soon as possible. (40254) 134418

Scale 2 Posts and above

BARNET

LONDON BOROUGH OF BARNET
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, N8.
(1,044 481) Form 3/4
V.A. Mixed Comprehensive.
Roll 1,080. Sixth Form 300.
Required September, 1982, Head of Religious Education (Scale 2) Roman Catholic. Second to Department Head.

Governors seek to appoint a practising Catholic teacher to head R.E. throughout the school. Successful candidate will be part of the pastoral team and will establish a sixth form course.

Application forms (returnable by 9th July) and further details (SAE please) from the Headmaster. (3988) 134222

BERKSHIRE

ORCHARD COUNTY SECONDARY SCHOOL
Stoke Road, Slough, SL2 5AY
N.O.R. 420
Required September 1982 TEACHER OF SCIENCE AND MATHS (Scale 1), experienced and newly-qualified teachers will be considered.

Application form and further details, from the Headteacher (s.a.e.). Tel: Slough 21706. Berkshire County Council is an equal opportunity employer. (40005) 134822

BERKSHIRE

ST. JOSEPH'S R.C. SECONDARY SCHOOL
Shaggy Calf Lane, Slough SL1 5EL
Required September 1982, TEACHER FOR COMBINED SCIENCE AND HUMAN BIOLOGY (Scale 1) to C.S.E. and 'O' level.

Apply by letter, giving details of qualifications and experience and names of two referees to the Headteacher (see), Berkshire County Council is an equal opportunity employer. (40270) 134822

BRAINTREE

BRAINTREE SIXTH FORM COLLEGE
Braintree, Essex
Required for September 1982 a temporary teacher of Physics or Chemistry to teach 'O' and 'A' level and CSE courses.

Application forms and further particulars are obtainable on receipt of a foolscap stamped addressed envelope from the Headmaster of the school.

Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40285) 134422

BRECON

CHRIST COLLEGE
Independent Schools. (61651)

GLOUCESTERSHIRE

MAIDENHILL SCHOOL
Stonehouse
Required for September, 1982, or January, 1983, a Scale 1 graduate teacher of Physics for Chemistry at this small co-educational school of 350 pupils.

Applications from well qualified graduates with experience of teaching at 'A' level to the Headmaster from whom further details are available on receipt of s.a.e. (40328) 134820

HERTFORDSHIRE

COUNTY COUNCIL
COLLEGIATE SCHOOL
Coldharbour Lane, Bushey
(Mixed 11-18 Comprehensive - 1,090 on roll)
Required September, Teacher of Physics to share with Head of Department the work of A' Level. The sciences are well established with pupils going on to study at degree level. Well established laboratories and access to major laboratories. Scale 2 - London Allowance £2,115 per annum with removal expenses in approved cases.

Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (61) 134820

HERTFORDSHIRE

COUNTY COUNCIL
COLLEGIATE SCHOOL
Coldharbour Lane, Bushey
(Mixed 11-18 Comprehensive - 1,090 on roll; 90 in 6th form)
Required September, Teacher of Physics to share with Head of Department the work of A' Level. The sciences are well established with pupils going on to study at degree level. Well established laboratories and access to major laboratories. Scale 2 - London Allowance £2,115 per annum with removal expenses in approved cases.

Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (61) 134820

HILLINGDON

LONDON BOROUGH OF HILLINGDON

VYNERS SCHOOL
Warren Road, Ickenham Uxbridge, Middlesex UB10 8AB
(Number on roll 980 - 199 in sixth form)

Required September 1982 well qualified master or mistress to teach Religious and Social Education in the five forty-two mixed comprehensive school. The person appointed will be expected to be able to offer Religious Studies and Social Studies/Sociology to 'O' and 'A' level and there would be the opportunity for a suitable applicant to share in some 'A' level Religious Studies teaching.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Outer London Allowance Payable. (30896) 134422

HOUNSLOW

THE FELTHAM SCHOOL
Bedfont Lane, Feltham, Middlesex TW13 5EW
Tel: 01-890 0141
(11 - 19) Co-educational Comprehensive - 1,800
Number on roll 1360
Headteacher: Paul M Grant, BSc, DipEd
Required September, 1982, a full time teacher for Religious Education (Scale 1). The opportunity exists for three full time staff teaching in non-examination sixth form standpoint of Christian commitment. The school gives a grounding in religious expression and experience and to this end, draws from the drama, dance, art and religions. Examination courses at 'O' Level and 'A' Level are being developed.

The school is at present organised on a House System of seven years. Each member of staff is attached to a House and is expected to contribute to the life and work of the House. There are 180 pupils in the Sixth Form.

The buildings are modern, well equipped and the school is engaged in an ambitious building programme designed to provide a new purpose-built school which integrates dual use community facilities on the site. The first phase will be completed by Summer, 1983.

LONDON ALLOWANCE: £4898

Letters of application in the first instance to the Headteacher - no forms - within seven days, giving details of qualifications, experience and the names and addresses of two referees. (39919) 134422

HUMBERSIDE

EDUCATION COMMITTEE
Grimsby Division
WALTHAM HOLY CROSS C.E. (A) VA SCHOOL
Station Road, New Waltham
Headmaster: J.R.K. Drake, M.A., B.Ed.
No. on Roll 1450
Required September, 1982
Well Qualified Teacher of Religious Studies and General Studies.

The Religious Studies Department has its own suite of rooms. The subject is taught as a separate one to all pupils in the first three years, pupils may study the subject to 'O' level, CSE, or Certificate of 'A' level examinations.

This is a large comprehensive school in very modern purpose built premises on a large site surrounded by open fields. It serves the Waltham area from the Lincolnshire Wolds to the East Coast.

Enthusiasm and a willingness to play a part in the school are sought.

Application forms and further information obtainable from the Headteacher at the school to whom they should be returned within 10 days of this advertisement. (40541) 134422

LEICESTERSHIRE

ST. MARTIN'S R.C. HIGH SCHOOL
Stoke Golding, Nuneaton, Warks.

MATHEMATICS AND RELIGIOUS EDUCATION

Please see Secondary, Group One, mathematics. (39818) 134422

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM EDUCATION ADMINISTRATION
OUR LADY'S R C SCHOOL
Yeadon Street, Royton, Oldham
Required for September, 1982 at this Roman Catholic mixed comprehensive high school of about 780 pupils:-
HEAD OF RELIGIOUS EDUCATION. Opportunity to teach C.S.E. and 'O' level pupils.

Send s.a.e. for application form to the Head at the school, specifying to him immediately. (39859) 134422

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

GREY COURT SCHOOL
(11 - 16 Comprehensive)
Ham Street, Ham, Richmond, Surrey TW10 7HS

PART-TIME TEACHER (0.10) OF RELIGIOUS STUDIES

Required for September, 1982, teacher of Religious Studies to 'O' level. Humanities, at present the only subject with a part-time appointment.

Forms and further details (s.a.e.) from Headteacher at the above address to whom they should be returned by 25th June, 1982.

Applications will be acknowledged only if a stamped addressed envelope is enclosed.

Richmond upon Thames is an equal opportunity employer. (61) 134418

SUFFOLK

DRESDEN HIGH SCHOOL
Dresden Avenue, Felixstowe
Roll 800
PTA, TES
Required January 1983 HEAD OF SCIENCE Scale 4 to lead a team of 5 teachers in new academic traditions. An interesting opportunity for a young graduate who would be an advantage. Closing date 4 weeks after the appearance of this advertisement.

Forms and further details available from Headteacher at the above address (s.a.e. please) to whom they should be returned as soon as possible. (6134) 134422

Rural Science

Scale 2 Posts and above

STAFFORDSHIRE

EDUCATION COMMITTEE
ALFLOAR SCHOOL
Barlaston Lane, Rugeley, WS15 2AA
Required September, 1983, or as soon as possible thereafter, a subject leader in ENVIRONMENTAL SCIENCE (Scale 2). Applicants should be keen to offer some of the other Science subjects to 'O' level and C.S.E.

Alfloar School is a mixed 11-16 fully comprehensive school situated near the centre of the town.

Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40260) 134600

Scale 1 Posts

DYFED

EDUCATION AUTHORITY
BRO SYFRWY SCHOOL
COMPREHENSIVE SCHOOL
Haverfordwest
(Co-ed 11 - 18, 1100 on roll)
A suitably qualified teacher, Scale 1, where the work of the RURAL STUDIES Department up to examination level and the Agricultural Science in years 9 and 10. Applicants are requested to indicate their interest in any extra-curricular activities.

Further particulars are available from Headmaster (s.a.e. please) to whom applications, together with curriculum vitae and the names of two referees should be returned by 16th June. (61605) 134422

Science

Heads of Department

ESSEX

MAYFLOWER SCHOOL (Roll 1100)
Stock Road, Billericay
Tel: 3333
HEAD OF PHYSICS
SCALE 3 (SCALE III OR IV (+ fringe allowance
Required - September. Scale depending on qualification and experience to teach Physics to 'A' level. Evening C.V. and names of two referees to Headteacher (s.a.e. please). (61786) 134418

SUFFOLK

DRESDEN HIGH SCHOOL
Dresden Avenue, Felixstowe
Roll 800
PTA, TES
Required January 1983 HEAD OF SCIENCE Scale 4 to lead a team of 5 teachers in new academic traditions. An interesting opportunity for a young graduate who would be an advantage. Closing date 4 weeks after the appearance of this advertisement.

Forms and further details available from Headteacher at the above address (s.a.e. please) to whom they should be returned as soon as possible. (6134) 134422

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANIDLOES HIGH SCHOOL
Llanidloes, Powys.
Required for 1st September, 1982, by mutual agreement, a Head of Department of Chemistry responsible for teaching the subject to 'A' level and 'O' level. Scale 3 post is available to a candidate with appropriate qualifications and experience. Previously qualified applicants are encouraged to apply and if any applicant should be successful would be appointed to a temporary basis in the first instance as Scale 1 (Burnham).

Applications by letter accompanied by a curriculum vitae to the Headmaster at the school within one week of the appearance of this advertisement. (40) 134816

WARWICKSHIRE

STRATFORD-UPON-AVON HIGH SCHOOL

Senior Teacher - see Secondary, Group One, mathematics section. (36964) 134818

Scale 2 Posts and above

BRECON

CHRIST COLLEGE
Independent Schools. (61651) 134488

GLOUCESTERSHIRE

MAIDENHILL SCHOOL
Stonehouse
Required for September, 1983, or January, 1984, Scale 1 graduate teacher of Physics for Chemistry at this small co-educational school of 350 pupils.

Applications from well qualified graduates with experience of teaching at 'A' level to the Headmaster from whom further details are available on receipt of s.a.e. (40328) 134820

HERTFORDSHIRE

COUNTY COUNCIL
COLLEGIATE SCHOOL
Coldharbour Lane, Bushey
(Mixed 11-18 Comprehensive - 1,090 on roll; 90 in 6th form)
Required September, Teacher of Physics to share with Head of Department the work of A' Level. The sciences are well established with pupils going on to study at degree level. Well established laboratories and access to major laboratories. Scale 2 - London Allowance £2,115 per annum with removal expenses in approved cases.

Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (61) 134820

HARINGEY

PROGRESS WITH
THE SOMERSBY SCHOOL
(Voluntary Aided)
Somersby Road, London, N17 6AR
Tel: 01-801 4949
Vol: 01-801 4949
Principal: Mr. C. P. Lawrence
HEAD OF TEACHER, SCALE 3

A teacher with a positive interest in the teaching of Science is required for September 1982. Opportunities will also be provided for some work in general studies. The post is open to graduates in any Science subject and that job specification will be discussed with candidates at the Faculty interview.

Applications from suitably qualified candidates should be made in writing to the Principal, giving full details of qualifications and experience, and the names of two referees, who may be approached unless you specifically request otherwise. Applications should be received by Friday, (Fri) 18th June, 1982. Interviews will be held on Tuesday, (Tues) 22nd June, 1982. Removal expenses will be considered. Harringey is an equal opportunities employer. (6151) 134820

HERTFORDSHIRE

COUNTY COUNCIL
KING HARRY SCHOOL
Greenhill Crescent, Watford
Tel: Watford 21241
(Mixed 11-18 Comprehensive - 1,200 on roll; 200 in sixth form)
Required September, 1982, Teacher of Physics to share with Head of Department the work of A' Level. The sciences are well established with pupils going on to study at degree level. Well established laboratories and access to major laboratories. Scale 2 - London Allowance £2,115 per annum with removal expenses in approved cases.

Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (61) 134820

STAFFORDSHIRE

EDUCATION COMMITTEE
ENDON HIGH SCHOOL
Leek Road, Endon, Stoke on Trent, ST9 9BE
Required September, 1982 teacher of Science to teach Physics to 'O' level in the lower school and to offer either Physics or Chemistry to 'A' level.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40466) 134820

WARWICKSHIRE

BILTON HIGH SCHOOL
Lawford Lane, Dunchurch, Rugby CV22 7JT

(1943 on roll. 12-16)

Required September, 1982 temporary for one year Physics teacher to C.S.E. levels, with some science teaching to Grammar School pupils to cover for maternity leave.

Application form and further details are available from the Head of the school (SAE please) (61803) 134822

WILTSHIRE

MATRAVERS SCHOOL
Westbury
(An 11-18 mixed Comprehensive - 1,200 on roll)
Required for September, or as soon as possible thereafter, a well qualified and experienced teacher of Chemistry to assist in the teaching of C.S.E. and 'O' Science Courses and 'A' Level Chemistry. Scale 2 with responsibility for the co-ordination of the teaching of Chemistry.

Applicants should be interested in the new science curriculum and the new purpose built laboratories which are to be completed by Summer, 1983.

Further particulars and application forms may be obtained from the Headmaster, stating age, qualifications and experience and the names and addresses of two referees. Applications should be received within 14 days of the appearance of this advertisement. (40153) 134822

Science

Heads of Department

ESSEX

MAYFLOWER SCHOOL (Roll 1100)
Stock Road, Billericay
Tel: 3333
HEAD OF PHYSICS
SCALE III OR IV (+ fringe allowance)
Required - September. Scale depending on qualification and experience to teach Physics to 'A' level.

C.V. and names of two referees to Headteacher (s.a.e. please). (61786) 134418

SUFFOLK

HIGH SCHOOL
Felixstowe
Roll 800
PTA, TES
Required January 1983 HEAD OF SCIENCE Scale 4 to lead a team of 5 teachers in new academic traditions. An interesting opportunity for a young graduate who would be an advantage. Closing date 4 weeks after the appearance of this advertisement.

Forms and further details available from Headteacher at the above address (s.a.e. please) to whom they should be returned as soon as possible. (6134) 134422

SECONDARY SCIENCE

continued

Scale 1 Posts

AVON COUNTY

PRIORY SCHOOL
Queen's Way, Weston-super-Mare
Mixed Comprehensive 1140
(Now 11 - 16)
Required September 1982, Teacher of Science. Scale 1, suitable for a graduate interested in Chemistry.

Apply immediately to Headmaster with tabulated curriculum vitae, naming two referees. Please enclose s.a.e. for faster details. (35031) 134822

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING REACH R.C. COMPREHENSIVE (GIRLS)
(Roll 694)
Movers Walk Road, Dagenham, Essex.
Required for September 1982 a Physics/Chemistry teacher to assist in the teaching of Physics or Chemistry to 'O' and 'A' level and General Science to the first three years. Scale 1. Reimbursement of removal expenses in approved cases.

Application forms and further details available from the Headteacher to whom they should be returned within 10 days of the appearance of this advertisement. (40247) 134822

BERKSHIRE

HIGHDOWN SCHOOL
Rotary Way, Emmer Green, Reading RG4 8LR
Tel: 470111
(11 - 18 comprehensive.
Required September, 1982, temporary for one year PHYSICS/CHEMISTRY teacher to assist in teaching of Physical Science (mainly Chemistry) for 'O' and 'A' level and General Science to the first three years. Scale 1. Reimbursement of removal expenses in approved cases.

Application forms and further details are available from Headteacher (s.a.e. please) to whom they should be returned by 15th June. Berkshire County Council is an equal opportunity employer. (40066) 134822

BERKSHIRE

FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead, Berks SL6 7NQ
Required September, 1982, Chemistry TEACHER FOR 11-16 Co-educational comprehensive school of 1,000 pupils. Opportunity to widen the subject to 'A' level. Science Unit.

Apply immediately to the Headmaster, stating age, qualifications, experience and other relevant information and enclosing a large s.a.e. for further details and application form. Closing date for receipt of applications 18th June, 1982.

BERKSHIRE

THE WILLINK SCHOOL
Burchetts Green, Maidenhead, Berks SL6 6QZ
(Comprehensive, school is co-educational and has a current roll of 1,000 pupils. It is situated in a rural area and has a wide catchment area. The school has a strong tradition of outdoor pursuits and is engaged in an ambitious building programme designed to provide a new purpose-built school which integrates dual use community facilities on the site. The first phase will be completed by Summer, 1983.)

Required September, 1982, Teacher of Physics to share with Head of Department the work of A' Level. The sciences are well established with pupils going on to study at degree level. Well established laboratories and access to major laboratories. Scale 2 - London Allowance £2,115 per annum with removal expenses in approved cases.

Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (61) 134820

BERKSHIRE

WILLINK SCHOOL
Burchetts Green, Maidenhead, Berks SL6 6QZ
(Comprehensive, school is co-educational and has a current roll of 1,000 pupils. It is situated in a rural area and has a wide catchment area. The school has a strong tradition of outdoor pursuits and is engaged in an ambitious building programme designed to provide a new purpose-built school which integrates dual use community facilities on the site. The first phase will be completed by Summer, 1983.)

Required September, 1982, Teacher of Physics to share with Head of Department the work of A' Level. The sciences are well established with pupils going on to study at degree level. Well established laboratories and access to major laboratories. Scale 2 - London Allowance £2,115 per annum with removal expenses in approved cases.

Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (61) 134820

BERKSHIRE

WINDSOR BOYS' SCHOOL
Imperial Road, Windsor SL4 3RT
(Mixed 11-18 Comprehensive - 1,080. Sixth Form 300)
Required September, 1982, Teacher of PHYSICS with some integrated science to join large dynamic department with 5 laboratories and good technician support. Sciences are popular and successful.

Application forms and further details available from and returnable to the Headmaster at the School.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (40) 134822

BERKSHIRE

ORCHARD COUNTY SECONDARY SCHOOL
Stoke Road, Slough, SL2 5AY
N.O.R. 420
Required September 1982 TEACHER OF SCIENCE AND MATHS (Scale 1), experienced and newly-qualified teachers will be considered.

Application form and further details, from the Headteacher (s.a.e.). Tel: Slough 21706. Berkshire County Council is an equal opportunity employer. (40005) 134822

BERKSHIRE

ST. JOSEPH'S R.C. SECONDARY SCHOOL
Shaggy Calf Lane, Slough SL1 5EL
Required September 1982, TEACHER FOR COMBINED SCIENCE AND HUMAN BIOLOGY (Scale 1) to C.S.E. and 'O' level.

Apply by letter, giving details of qualifications and experience and names of two referees to the Headteacher (see), Berkshire County Council is an equal opportunity employer. (40270) 134822

BROMLEY

LONDON BOROUGH OF BROMLEY
BECKENHAM GRAMMAR SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 2HY
Headmaster: D.A. Davies, M.A.
Tel: Orpington 31075
(1,000 Boys - 11 - 18)
Required for September, 1982, an enthusiastic graduate to teach Physics to G.C.E. 'A' level and to take part in the first setting up of the Electronic System Advanced Level Course. There is a well equipped Electronics workshop and a computer laboratory within the science block.

The school is housed in modern buildings and is shared with The Rainsden School for Girls. The joint Sixth Form of 170 boys and girls already offers a wide range of well established G.C.E. 'A' level courses.

London Area Allowance payable.

Applications direct to the Headmaster at the School giving full details of qualifications and experience together with names, addresses and telephone numbers of referees. (40215) 134822

BROMLEY

LONDON BOROUGH OF BROMLEY
HAYES LANE PARK SCHOOL FOR BOYS
Hayes Lane Park Road, Beckenham, Kent, BR3 3BD
(1100 boys - Sixth Form 180-Group 1)
Required in September 1982 Graduate to teach Chemistry, with some general Science for junior forms. A level work available but suitably qualified applicant. An ability to help with games would be helpful but not essential. London Area Allowance payable.

The school is an 11 - 18 boys' comprehensive school which operates a co-educational sixth form of 270 with the adjacent Langley Park School for girls. We have new buildings and facilities.

Application forms/further details from the Headteacher (see), Bromley Council is an equal opportunity employer. (40270) 134822

BROMLEY

BROMLEY HIGH SCHOOL
Blacklands Lane, Bickley, Bromley, Kent BR1 2HP
Required in September 1982 a graduate to take integrated Science. See under Independent School. (61) 134822

BURY

METROPOLITAN BOROUGH OF BURY
WHITEFIELD HIGH SCHOOL
Bury New Road, Whitefield, Manchester
Required for 1st September, 1982, for one year, a Scale 1 temporary teacher of Physics.

Application forms and further details obtainable from and returnable to the Head Teacher at the School. 18th June, 1982. (40112) 134822

CAMBRIDGESHIRE

CAMBRIDGE AREA
NETHERHALL SCHOOL
Queen Edith's Way, Cambridge
Required for September, 1982 CHEMISTRY TEACHER to teach throughout the co-educational comprehensive school of some 1,000 pupils. Opportunity to widen the subject to 'A' level. Science Unit. Computer laboratory. Science Block recently completed.

The successful applicant will be required to contribute to the new science course for pupils of all abilities in the first three years and S.

Apply by letter to Headmaster, stating age, qualifications, experience and other relevant information and enclosing a large s.a.e. for further details and application form. Closing date for receipt of applications 18th June, 1982. (40153) 134822

CAMBRIDGESHIRE

NORTHERN AREA
THE HUNT SCHOOL
Norman Cross, Peterborough, PE7 3TB
Tel: Peterborough 843836
(Mixed 11-18 Comprehensive - 1,200 on roll)
Required for September 1982 a graduate teacher of Physics (Scale 1) to teach in the first three years and to contribute to the teaching of Physics to 'O' and 'A' level.

Possibility of 'A' level work.

Assistance with housing in appropriate cases.

Application forms by letter addressed to the Headteacher giving full details of qualifications and experience and names and addresses of two referees. Applications should be received within 14 days of the appearance of this advertisement. (61

SECONDARY SCIENCE
continued

HILLINGDON

LONDON BOROUGH OF HILLINGDON

HAYDON SCHOOL
William Byrne, Senior.
Middlemoor HA5 3LX
(number on roll: 1140 - 250 in sixth form)

BIOLOGY TEACHER
(Scale 1)

Required for September, 1982 a suitable qualified teacher able to teach Biology to 'O' and 'A' level. The ability to teach Junior Chemistry would be an advantage.

Haydon School is a mixed 11 - 18 comprehensive. The Biology Department has recently been re-equipped with two new Laboratories and there are well established 6th Form and Middle School Courses. The Biology staff also contribute to the teaching of Science and Science in the first two years.

It is hoped to appoint a teacher keen and willing to make a positive contribution to the general activities of the school through a participation in extra curricular activities.

Please apply in the first instance by letter to the Head of the School stating the name and addresses of two referees and enclosing a stamped addressed envelope for London Allowance Payable. (369893) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CHERVIL HOUSE
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Telephone: Swanley 66231
Established 1957
A comprehensive school with a full range below the sixth form (11 - 18). London Fringe Allowance. Secondary Re-organisation.
Two Science teachers required for September and a BIOLOGY teacher to teach up to 'O' level and join a team of teachers teaching integrated science in the main school. Nearly half the pupils leaving school gain certificate Integrated Science O/CSE equivalent and a further 8 single integrated Science CSE mode 3.

The eleven well equipped laboratories are used for the purposes built school, situated near Junction 3 on the M20 motorway.

Application is by letter to the Headmaster at the school, naming referees and giving details.

GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Northfleet Road, Gravesend, Kent DA11 7RF
(011) 850 4000
This is a large mixed comprehensive 11 - 18 year-range (11 to 16 Main School courses generally lead to G.C.E. or C.S.E. qualifications.
Vacancy September, 1982 - Teacher for Combined Science. Applicants with interest in Rural Studies, Scale 1. Applicants should be welcomed from suitable qualified new entrants to the profession as well as from experienced teachers.

Apply immediately (no forms) to the Headmaster giving full particulars and including the names and addresses of two referees to the Master by 11th June, 1982.
THE HARVEY GRAMMAR SCHOOL
Folkestone.
Headmaster: B. Waller, B.A.
700 boys
Required September: a GRADUATE to teach PHYSICS up to A-level and some Combined Science in the first two forms. The subject is very strong in the sixth form with pupils choosing it in the sixth form. Text books available for experienced teacher.

Apply in writing to the Headmaster (from whom full particulars may be obtained), enclosing curriculum vitae and names of two referees to: The Clerk to the Governors, Kingsbridge and Malling Division, THE HENRY CHRISTIE SCHOOL
Hayesford Avenue, Tonbridge TN10 4QL
This school is a wide ability school with a roll of 1763 pupils aged 11 - 18.
Teacher required to take Physics to G.C.E. 'O' level/C.S.E. level with some lower school science. This post would suit a new entrant.
Application forms from the Headmaster at the school, Tonbridge 352307.

SHEPWAY DIVISION
CHURCHFIELDS SCHOOL
LEONARD'S ROAD
Sandling Road, Saltwood, Hythe, Kent.
Required for September, 1982, two teachers of Science to cover between them, Chemistry to 'A' level, Physics to 'O' level and Combined Science to C.S.E. and general science to pre-examination forms. A Scale 2 post may be available for a suitably qualified and experienced teacher.

Letters of application together with a full curriculum vitae to the Headmaster at the School. (409117) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
BURLEY GRIFFIN SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TT
Tel: (01) 399 2657
Mixed, 11-18, non-selective, co-educational, 1,018 pupils
399 on roll, 111 in VIth Form
Head: Harries, B.A., M.Sc.
Required for September, '83 Part/Full time teacher of Chemistry to 'O' Level with General Science to mid-term and Mathematics. Scale 1.
Application letter with C.V. to the Headmistress. (36166) 134892

LONDON

PALMERS GREEN HIGH SCHOOL
Rossmore Road, London, N21 3LJ
Required for September '83 Part/Full time teacher of Chemistry to 'O' Level with General Science to mid-term and Mathematics. Scale 1.
Application letter with C.V. to the Headmistress. (36166) 134892

LONDON

LATYMER UPPER SCHOOL
The Pavilion, Two Pear Tree Court, Ormskirk, Lancashire
Wanted for September 1982 graduate to teach Biology and CHEMISTRY up to GCE level. Willingness to assist with games (rugby, soccer, cricket, Scats would be helpful.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LA. (41898) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
RYEDALE SCHOOL
Leeds Road, Saltby YO4 0BH
Required for September, 1982, a teacher of CHEMISTRY up to 'O' level, with some Physics to the Junior forms. Scale 1.
Application forms available from the Headteacher (s.a.e. please) to whom they should be returned completed within 10 days of advertisement, together with the names and addresses of two referees and full curriculum vitae. (36166) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
MALTON SCHOOL
Park Road, Scalegwold YO6 4EP
Required as soon as possible a teacher of Physics to teach Physics/Science to the first two years and both to 'O' level. Work immediately available, but resourceful, innovative approach involved in development of interesting new courses. Scale 1.
Application forms and further information from the Headmaster at the school. as above or phone (01357) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
RYEDALE HIGH SCHOOL
Malton, North Yorkshire
Hookstone Drive, Harrogate, North Yorkshire
Telephone (0423) 67222
Required for September 1982, a teacher of Physics (Scale 1) to teach Biology with some Physics to 'O' level (Scale 2) and Combined Science to C.S.E. level. Ability to teach Physics to 'A' level would be an advantage.
Applications by letter to the Headmaster at the school stating names and addresses of two professional referees as soon as possible. A full curriculum vitae may be submitted if desired.

NORTHAMPTONSHIRE

RUSHDEN CHICHELE GIRLS' SCHOOL
Spencer Road, Rushden, Northants NN10 9AG
Required for September, 1982, a graduate teacher (Scale 1) to teach Chemistry/Biology in this girls' 11-18 comprehensive school of 940 pupils. The post would involve, eventually, teaching of Chemistry throughout the school up to CSE, GCE 'O' and 'A' level, and Combined Science in Years 1 and 3. During the coming year, however, the post would involve a larger number of Biology classes, but this bias should soon disappear.
Application by letter including the names of two referees in the first instance (no forms). (36089) 134822

NORTHUMBERLAND

ASTLEY COUNTY HIGH
Sanson Seisvel, Whitley Bay NE25 0BP
Group 10, 13 - 18
Comprehensive, 707 pupils including 108 in 6th Form.
Required September, 1982, teacher of Biology and Chemistry (Scale 1) to cover the complete ability range. Some travel expenses and lodging allowances may be payable.
Application forms, returnable by 18 June 1982, from the Headteacher. (61647) 134822

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham
Required for September 1982 at this 11 - 18 mixed comprehensive school of about 1,120 pupils, SCALE 1 PHYSICS teacher to join a Science department and teach physics up to 'A' level. A graduate is preferred and an interest in physical sciences would be an advantage but not essential. The Physics department covers large numbers of candidates at 'O' and 'A' level and the successful candidate would join a very good staff. A SCALE 2 is available for an experienced teacher with added responsibility.
Send s.a.e. for application form to the Head at the school, returnable to him immediately. (39586) 134822

OXFORDSHIRE

COUNTY COUNCIL
HENLEY GIRLS' SCHOOL
Sherwood Road, Henley-on-Thames, Oxon RG9 1QA
An 11 - 18 Comprehensive 1,100 on roll on same campus)
Required from September, 1982, on energetic SCIENCE teacher (Scale 1) to teach PHYSICS and contribute to other Science courses. Please set out the full age and ability range experience, qualifications, present work, new laboratories, good technician support.
Please apply immediately by letter including full curriculum vitae and the names of two referees to the Headteacher (s.a.e. for further details available. (61685) 134822

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
WINGFIELD COMPREHENSIVE SCHOOL
Wingfield Way, Rotherham S61 3EH
11 - 18 Mixed. Approx. 1850 on roll. Approx. 190 in 6th Form.
Required September, 1982, ASSISTANT TEACHER (Scale 1): Graduate teacher of Physics, in an expanding Department to teach to 'O' and 'A' level. Applicants with early prospects of sharing in the responsibility. Information available from the Headteacher.
Closing Date: As soon as possible.
Applications by letter to the Headteacher, Wingfield Comprehensive School, Bawtry Road, Rotherham S66 1QL. Tel: (0709) 61111 (Operator 54611 ext.).
W.R. Russell, Director of Personnel Resources. (71) 134822

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
SILVERDALE SCHOOL
Bents Crescent, Sheffield, S11 8RT
Required for September, 1982, a teacher of Biology to 'A' and S Level, with subsidiary Chemistry and Integrated Science. Scale 1 post.
Application by letter enclosing a curriculum vitae to reach the Headmaster by Friday, 11th June, 1982. (40549) 134822

SHROPSHIRE

EDUCATION COMMITTEE
THE JOHN HUNT SCHOOL
Telford
(11-18, 1190 mixed)
TEACHER OF PHYSICS/CHEMISTRY
Scale 1
Required for September, for full age and ability range.
Letters of application with curriculum vitae and names of two referees to the Headmaster, The John Hunt School, Gibbons Road, Trench, Telford TF2 7RL. (s.a.e.for further details). (40296) 134822

SOLIHULL

EDUCATION COMMITTEE

All required for September, 1982

MALVERN HALL
Brueton Avenue, Solihull, West Midlands B91 3EN
BIOLOGY TEACHER
(Scale 1) to teach across the full age and ability range.

Apply immediately to the Headmaster by letter, enclosing curriculum vitae, the names of 2 referees.

SMITH'S WOOD COMBINED SCHOOL
Windward Way, Wheimsley Wood, West Midlands. B36 0AS

TEACHER OF PHYSICAL SCIENCE (Scale 1), plus special priority allowance of £205 per annum.

With the ability to teach Chemistry and Physics to pupils in the purpose-built, 11 - 16, all-ability school.

Letters of application, together with full curriculum vitae, and the names and addresses of two referees should be sent to the Headmaster, (enclosing s.a.e.).

CULEY GREEN SCHOOL
Silverdale Road, Sheldon, Birmingham

TEACHER OF CHEMISTRY (Scale 1)

To share in the teaching of Upper School examination courses (O/CSE) and lower school integrated science. Specialist assignment in Physics would be available for a candidate interested in teaching this.

Further details and application forms available from the Headmaster at the school (s.a.e. please). Closing date 11th June, 1982. (61549) 134822

SHROPSHIRE

EDUCATION COMMITTEE
THE JOHN HUNT SCHOOL
Telford
(11-18, 1190 mixed)
TEACHER OF PHYSICS/CHEMISTRY
Scale 1

Required for September, for full age and ability range.

Letters of application with curriculum vitae and names of two referees to the Headmaster, The John Hunt School, Gibbons Road, Trench, Telford TF2 7RL. (s.a.e.for further details). (40296) 134822

SOLIHULL

EDUCATION COMMITTEE

All required for September, 1982

MALVERN HALL
Brueton Avenue, Solihull, West Midlands B91 3EN
BIOLOGY TEACHER
(Scale 1) to teach across the full age and ability range.

Apply immediately to the Headmaster by letter, enclosing curriculum vitae, the names of 2 referees.

SMITH'S WOOD COMBINED SCHOOL
Windward Way, Wheimsley Wood, West Midlands. B36 0AS

TEACHER OF PHYSICAL SCIENCE (Scale 1), plus special priority allowance of £205 per annum.

With the ability to teach Chemistry and Physics to pupils in the purpose-built, 11 - 16, all-ability school.

Letters of application, together with full curriculum vitae, and the names and addresses of two referees should be sent to the Headmaster, (enclosing s.a.e.).

CULEY GREEN SCHOOL
Silverdale Road, Sheldon, Birmingham

TEACHER OF CHEMISTRY (Scale 1)

To share in the teaching of Upper School examination courses (O/CSE) and lower school integrated science. Specialist assignment in Physics would be available for a candidate interested in teaching this.

Further details and application forms available from the Headmaster at the school (s.a.e. please). Closing date 11th June, 1982. (61549) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE
BLYTHE BRIDGE HIGH SCHOOL
Uttoxeter Road, Blythe Bridge, Stoke-on-Trent, ST11 9BW
GRADUATE ASSISTANT required from September 1982 to teach mainly Chemistry to 'O' level with possibility of 'A' level, and Combined Science to the Lower School (Scale 1).
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All candidates are asked to note that it is the County Council's policy to make it desirable for their employees to be members of an appropriate Trade Union. (40 approximately) 134822

SUFFOLK

DEBEN HIGH SCHOOL
Ipswich Lane, Felixstowe IP11 7BX
11 - 16, 1 mixed comprehensive roll 900)
PHYSICS TEACHER OF PHYSICS AND CHEMISTRY required September 1982 (or the Autumn Term 1982 for the Autumn Term 1983) to cover the complete ability range. Opportunities for some Chemistry teaching to 'A' level. Science Department in Physics would be available for a suitable person interested in teaching this.

Further details and application forms available from the Headmaster at the school (s.a.e. please). Closing date 11th June, 1982. (61549) 134822

SURREY

EDUCATION COMMITTEE
CHRISTIAN COMMUNITY SECONDARY SCHOOL
Ashtead Park, Ashtead, Surrey KT21 1PD
(Voluntary Aided, Methodist)
PHYSICS teacher, preferably with CHEMISTRY, SCALE 1 required September, 1982, to teach mainly to 'O' level. Opportunity for some 'A' level teaching. Physics laboratories recently refurbished.
Application forms and further details may be obtained from the Headmaster, Christian Community Secondary School, Ashtead Park, Ashtead, Surrey KT21 1PD (Tel: Ashtead 72 3355) to whom they should be returned by 16th June, 1982. (39586) 134822

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
GREENSHAW HIGH SCHOOL
Greenshaw Drive, Sutton, Surrey SM1 3DY
Telephone: 01-641 2080
BIOLOGY AND COMBINED SCIENCE SCALE 1

Required September 1982, for one year only for the purpose of teaching Biology/Combined Science. The successful applicant will gain excellent experience in a well organised and successful department.

This is a temporary post arising from the secondment of a member of the Science Department.

Apply by letter to the Headteacher at the school, enclosing a curriculum vitae and names and addresses of two referees. (61587) 134822

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, SM6 0PH
Tel: 01-647 2380
BIOLOGY SCALE 1
Required September, 1982, for the Autumn term only, a teacher of Biology to GCE 'O' and 'A' level in this Selective Girls' School.
The post is a temporary post covering for a teacher who will be taking maternity leave.
Apply by letter to the Headteacher at the school, enclosing curriculum vitae and names and addresses of two referees. (61589) 134822

TAMESIDE

METROPOLITAN BOROUGH OF TAMESIDE

STALYBRIDGE WEST HILL COUNTY HIGH SCHOOL
Scale 1

ASSISTANT TEACHER GENERAL SCIENCE/ANY OTHER SCIENCE
Scale 1

Application forms available from the Director of Education, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester. OL6 6DL. Closing date 16th June, 1982. Ref: TE 3068/TES. (61538) 134822

WEST SUSSEX

WEALD SCHOOL
Station Road, Billingshurst, W.Sussex RH14 9RX
(11 - 16 Comp. Rural Comp. N.O.R. 1333)
Required September 1982 well qualified Biologist to teach 'O' and 'A' levels with Nuffield combined Science to 'O' level and to assist in Form and details from Headteacher. S.a.e. please. (39594) 134822

WILTSHIRE

BISHOP WORDSWORTH'S SCHOOL
Salisbury
Grove Grammar: 795 on roll: Sixth 200)
ASSISTANT TEACHER (Burlington Scale 1) OF CHEMISTRY required for September 1982 to teach to A-level and up to entrance at this long-established grammar school.
Letter of application and curriculum vitae to the Headmaster, Bishop Wordsworth's School, Salisbury SP1 2RU, from whom further particulars may be obtained (s.a.e. please). (39585) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BIRKENHEAD INSTITUTE
Cavendish Road, Tollemache Road, Birkenhead, Merseyside, L41 0DE
Tel: 051-652 6771
BIOLOGY SCALE 1 SEPTEMBER, 1982, PHYSICS AND GENERAL SCIENCE
TEACHER - SCALE 1.

Application forms available from the Director of Education, Council Offices, Wallasey, Cheshire. Closing date 16th June, 1982. Ref: TE 3068/TES. (61538) 134822

WEST SUSSEX

WEALD SCHOOL
Station Road, Billingshurst, W.Sussex RH14 9RX
(11 - 16 Girls Comprehensive, nor 1130)
Required September 1982, Teacher of Physics and Combined Science (Scale 1) to join lively and enthusiastic dept. Graduate preferred. This post suitable for a newly qualified teacher. Scale 2 may be available for an experienced applicant with ability to undertake responsibility.

Form and details from Headmistress. See Please. Times for appointments in approved cases. (40197)

WEST SUSSEX

WEALD SCHOOL
Station Road, Billingshurst, W.Sussex RH14 9RX
(11 - 16 Girls Comprehensive, nor 1130)
Required September 1982, Teacher of Physics and Combined Science (Scale 1) to join lively and enthusiastic dept. Graduate preferred. This post suitable for a newly qualified teacher. Scale 2 may be available for an experienced applicant with ability to undertake responsibility.

Form and details from Headmistress. See Please. Times for appointments in approved cases. (40197)

WILTSHIRE

BISHOP WORDSWORTH'S SCHOOL
Salisbury
Grove Grammar: 795 on roll: Sixth 200)
ASSISTANT TEACHER (Burlington Scale 1) OF CHEMISTRY required for September 1982 to teach to A-level and up to entrance at this long-established grammar school.
Letter of application and curriculum vitae to the Headmaster, Bishop Wordsworth's School, Salisbury SP1 2RU, from whom further particulars may be obtained (s.a.e. please). (39585) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BIRKENHEAD INSTITUTE
Cavendish Road, Tollemache Road, Birkenhead, Merseyside, L41 0DE
Tel: 051-652 6771
BIOLOGY SCALE 1 SEPTEMBER, 1982, PHYSICS AND GENERAL SCIENCE
TEACHER - SCALE 1.

Application forms available from the Director of Education, Council Offices, Wallasey, Cheshire. Closing date 16th June, 1982. Ref: TE 3068/TES. (61538) 134822

Social Studies

Scale 1 Posts

BERKSHIRE

ALTWOOD C.E. SCHOOL
Altwood Road, Maidenhead.
N.O.R. 980 comprehensive 11 - 18 mixed
September, 1982 TEACHER OF GEOGRAPHY (Scale 1) to teach to 'O' and 'A' level in this 11-18 Comprehensive School. Applicants should be able to contribute to the teaching of another subject in the 11-14 Forms and a keen interest in sport is desirable. Further details available from Application forms and job description from the Headmaster at the School (s.a.e. please). Closing date 11th June, 1982. (61539) 134822

SURREY

EDUCATION COMMITTEE
CHRISTIAN COMMUNITY SECONDARY SCHOOL
Ashtead Park, Ashtead, Surrey KT21 1PD
(Voluntary Aided, Methodist)
PHYSICS teacher, preferably with CHEMISTRY, SCALE 1 required September, 1982, to teach mainly to 'O' level. Opportunity for some 'A' level teaching. Physics laboratories recently refurbished.
Application forms and further details may be obtained from the Headmaster, Christian Community Secondary School, Ashtead Park, Ashtead, Surrey KT21 1PD (Tel: Ashtead 72 3355) to whom they should be returned by 16th June, 1982. (39586) 134822

TAMESIDE

METROPOLITAN BOROUGH OF TAMESIDE

STALYBRIDGE WEST HILL COUNTY HIGH SCHOOL
Scale 1

ASSISTANT TEACHER GENERAL SCIENCE/ANY OTHER SCIENCE
Scale 1

Application forms available from the Director of Education, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester. OL6 6DL. Closing date 16th June, 1982. Ref: TE 3068/TES. (61538) 134822

WEST SUSSEX

WEALD SCHOOL
Station Road, Billingshurst, W.Sussex RH14 9RX
(11 - 16 Girls Comprehensive, nor 1130)
Required September 1982, a Teacher of Physics and Combined Science (Scale 1) to join lively and enthusiastic dept. Graduate preferred. This post suitable for a newly qualified teacher. Scale 2 may be available for an experienced applicant with ability to undertake responsibility.

Form and details from Headmistress. See Please. Times for appointments in approved cases. (401597)

WILTSHIRE

BISHOP WORDSWORTH'S SCHOOL
Salisbury
Grove Grammar: 795 on roll: Sixth 200)
ASSISTANT TEACHER (Burlington Scale 1) OF CHEMISTRY required for September 1982 to teach to A-level and up to entrance at this long-established grammar school.
Letter of application and curriculum vitae to the Headmaster, Bishop Wordsworth's School, Salisbury SP1 2RU, from whom further particulars may be obtained (s.a.e. please). (39585) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BIRKENHEAD INSTITUTE
Cavendish Road, Tollemache Road, Birkenhead, Merseyside, L41 0DE
Tel: 051-652 6771
BIOLOGY SCALE 1 SEPTEMBER, 1982, PHYSICS AND GENERAL SCIENCE
TEACHER - SCALE 1.

Application forms available from the Director of Education, Council Offices, Wallasey, Cheshire. Closing date 16th June, 1982. Ref: TE 3068/TES. (61538) 134822

Technical Studies

Heads of Department

SURREY

EDUCATION COMMITTEE
CHRISTIAN COMMUNITY SECONDARY SCHOOL
Ashtead Park, Ashtead, Surrey KT21 1PD
(Voluntary Aided, Methodist)
HEAD OF BIOLOGY Scale 4 (or less) required September, 1982, to teach Biology to 'O' and 'A' level. Opportunity for some Chemistry teaching to 'O' level. Physics laboratories recently refurbished.
Application forms and further details may be obtained from the Headmaster, Christian Community Secondary School, Ashtead Park, Ashtead, Surrey KT21 1PD (Tel: Ashtead 72 3355) to whom they should be returned by 16th June, 1982. (39586) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Telephone: Swanley 66231
Established 1957
A comprehensive school with a full range below the sixth form (11 - 18). London Fringe Allowance. Secondary Re-organisation.
Two Science teachers required for September and a BIOLOGY teacher to teach up to 'O' level and join a team of teachers teaching integrated science in the main school. Nearly half the pupils leaving school gain certificate Integrated Science O/CSE equivalent and a further 8 single integrated Science CSE mode 3.

The eleven well equipped laboratories are used for the purposes built school, situated near Junction 3 on the M20 motorway.

Application is by letter to the Headmaster at the school, naming referees and giving details.

GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Northfleet Road, Gravesend, Kent DA11 7RF
(011) 850 4000
This is a large mixed comprehensive 11 - 18 year-range (11 to 16 Main School courses generally lead to G.C.E. or C.S.E. qualifications.
Vacancy September, 1982 - Teacher for Combined Science. Applicants with interest in Rural Studies, Scale 1. Applicants should be welcomed from suitable qualified new entrants to the profession as well as from experienced teachers.

Apply immediately (no forms) to the Headmaster giving full particulars and including the names and addresses of two referees to the Master by 11th June, 1982.
THE HARVEY GRAMMAR SCHOOL
Folkestone.
Headmaster: B. Waller, B.A.
700 boys
Required September: a GRADUATE to teach PHYSICS up to A-level and some Combined Science in the first two forms. The subject is very strong in the sixth form with pupils choosing it in the sixth form. Text books available for experienced teacher.

Apply in writing to the Headmaster (from whom full particulars may be obtained), enclosing curriculum vitae and names of two referees to: The Clerk to the Governors, Kingsbridge and Malling Division, THE HENRY CHRISTIE SCHOOL
Hayesford Avenue, Tonbridge TN10 4QL
This school is a wide ability school with a roll of 1763 pupils aged 11 - 18.
Teacher required to take Physics to G.C.E. 'O' level/C.S.E. level with some lower school science. This post would suit a new entrant.
Application forms from the Headmaster at the school, Tonbridge 352307.

SHEPWAY DIVISION
CHURCHFIELDS SCHOOL
LEONARD'S ROAD
Sandling Road, Saltwood, Hythe, Kent.
Required for September, 1982, two teachers of Science to cover between them, Chemistry to 'A' level, Physics to 'O' level and Combined Science to C.S.E. and general science to pre-examination forms. A Scale 2 post may be available for a suitably qualified and experienced teacher.

Letters of application together with a full curriculum vitae to the Headmaster at the School. (409117) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
BURLEY GRIFFIN SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TT
Tel: (01) 399 2657
Mixed, 11-18, non-selective, co-educational, 1,018 pupils
399 on roll, 111 in VIth Form
Head: Harries, B.A., M.Sc.
Required for September, '83 Part/Full time teacher of Chemistry to 'O' Level with General Science to mid-term and Mathematics. Scale 1.
Application letter with C.V. to the Headmistress. (36166) 134892

LONDON

PALMERS GREEN HIGH SCHOOL
Rossmore Road, London, N21 3LJ
Required for September, '83 Part/Full time teacher of Chemistry to 'O' Level with General Science to mid-term and Mathematics. Scale 1.
Application letter with C.V. to the Headmistress. (36166) 134892

LONDON

LATYMER UPPER SCHOOL
The Pavilion, Two Pear Tree Court, Ormskirk, Lancashire
Wanted for September 1982 graduate to teach Biology and CHEMISTRY up to GCE level. Willingness to assist with games (rugby, soccer, cricket, Scats would be helpful.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LA. (41898) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
RYEDALE SCHOOL
Leeds Road, Saltby YO4 0BH
Required for September, 1982, a teacher of CHEMISTRY up to 'O' level, with some Physics to the Junior forms. Scale 1.
Application forms available from the Headteacher (s.a.e. please) to whom they should be returned completed within 10 days of advertisement, together with the names and addresses of two referees and full curriculum vitae. (36166) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
MALTON SCHOOL
Park Road, Scalegwold YO6 4EP
Required as soon as possible a teacher of Physics to teach Physics/Science to the first two years and both to 'O' level. Work immediately available, but resourceful, innovative approach involved in development of interesting new courses. Scale 1.
Application forms and further information from the Headmaster at the school. as above or phone (01357) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
RYEDALE HIGH SCHOOL
Malton, North Yorkshire
Hookstone Drive, Harrogate, North Yorkshire
Telephone (0423) 67222
Required for September 1982, a teacher of Physics (Scale 1) to teach Biology with some Physics to 'O' level (Scale 2) and Combined Science to C.S.E. level. Ability to teach Physics to 'A' level would be an advantage but not essential. The Physics department covers large numbers of candidates at 'O' and 'A' level and the successful candidate would join a very good staff. A SCALE 2 is available for an experienced teacher with added responsibility.

Send s.a.e. for application form to the Head at the school, returnable to him immediately. (39586) 134822

OXFORDSHIRE

COUNTY COUNCIL
HENLEY GIRLS' SCHOOL
Sherwood Road, Henley-on-Thames, Oxon RG9 1QA
An 11 - 18 Comprehensive 1,100 on roll on same campus)
Required from September, 1982, on energetic SCIENCE teacher (Scale 1) to teach PHYSICS and contribute to other Science courses. Please set out the full age and ability range experience, qualifications, present work, new laboratories, good technician support.
Please apply immediately by letter including full curriculum vitae and the names of two referees to the Headteacher (s.a.e. for further details available. (61685) 134822

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
WINGFIELD COMPREHENSIVE SCHOOL
Wingfield Way, Rotherham S61 3EH
11 - 18 Mixed. Approx. 1850 on roll. Approx. 190 in 6th Form.
Required September, 1982, ASSISTANT TEACHER (Scale 1): Graduate teacher of Physics, in an expanding Department to teach to 'O' and 'A' level with early prospects of sharing in the responsibility. Information available from the Headteacher.
Closing Date: As soon as possible.
Applications by letter to the Headteacher, Wingfield Comprehensive School, Bawtry Road, Rotherham S66 1QL. Tel: (0709) 61111 (Operator 54611 ext.).
W.R. Russell, Director of Personnel Resources. (71) 134822

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BIRLEY WOOD SCHOOL
Birley Lane, Sheffield, S12 3DH
Telephone (0742) 639287
(11 - 16 on roll - 4th form of entry)
Required for September, 1982 a Scale 1 teacher of Physics/Chemistry to teach full age and ability ranges of pupils in this expanding 11-16 school up to and including 'O' level. Willingness to contribute to some lower school Physics/Science courses. Scale 2 available for the Head of Department of Science with added responsibility.
Further details may be obtained from the Headmaster at the School (s.a.e. please). Closing date 11th June, 1982. (39586) 134822

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham
Required for September 1982 at this 11 - 18 mixed comprehensive school of about 1,120 pupils, SCALE 1 PHYSICS teacher to join a Science department and teach physics up to 'A' level. A graduate is preferred and an interest in physical sciences would be an advantage but not essential. The Physics department covers large numbers of candidates at 'O' and 'A' level and the successful candidate would join a very good staff. A SCALE 2 is available for an experienced teacher with added responsibility.

Send s.a.e. for application form to the Head at the school, returnable to him immediately. (39586) 134822

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM

SECONDARY TECH STUDIES
continued

Scale 2 Posts and above

ENFIELD

LONDON BOROUGH OF ENFIELD
ST IGNATIUS COLLEGE
Upper School
Bailey St., Enfield, Middx EN1 3NF
Voluntary Aided
Comprehensive School for Boys (11-18) conducted by Jesuit Fathers
Required September, 1982, Teacher of CRAFT, DESIGN AND TECHNOLOGY to teach to 'O' level and CSE and to help with work in the Sixth Form. Scale 1.
Apply in writing to the Headmaster. Details available upon request (s.a.e.). Berkshire Country Council is an equal opportunity employer. (40966) 134822

BERKSHIRE

BEECHWOOD COUNTY SECONDARY SCHOOL
Sandhurst, Berks. Tel: (0344) 772700
N.O.R. 700
Required September, 1982, when this new school will be established, a teacher of Physics/Chemistry to 'O' level and Combined Science to C.S.E. level. Scale 1.
Application forms and further details from the Headmaster, Beechwood County Secondary School, Sandhurst, Berks. (Tel: Sandhurst 772700). Berkshire County Council is an equal opportunity employer.
(40955) 134822

BERKSHIRE

WINDSOR BOYS' SCHOOL
Imperial Road, Windsor, Berks SL4 3RH
Required September, 1982, Teacher of CRAFT, DESIGN AND TECHNOLOGY (Scale 1) to join a team of 4 teachers in a new Craft Block. There is a new 4 year course leading to CSE/GCE 'O' level in Design Technology. Some knowledge of electronics would be useful but not essential.
Applications by letter to the Headmaster, Windsor Boys' School, Imperial Road, Windsor, Berks SL4 3RH.

BERKSHIRE

DESBOROUGH SCHOOL
Shoppenhangers Road, Maidenhead, Berks. SL6 2QS
N.O.R. 1150
Required September, 1982, TEACHER OF TECHNICAL SUBJECTS (Scale 1) to join this lively, successful Department to teach Craft, Design and Technology to 'O' level and CSE mode 3 pupils in mixed 11 - 18 boys' comprehensive school.

Apply to the Headmaster at the Headmaster's House (end) Tel: Maidenhead 20282. Berkshire County Council is an equal opportunity employer. (40976) 135428

HAMPSHIRE

THE CITY OF PORTSMOUTH BOYS' SCHOOL
London Road, Purbrook, Portsmouth PO7 5RJ
Comprehensive, 11 - 18 1560
Required September, 1982, SCALE 1 C.D.T. SPECIALIST WITH GOOD GENERAL INTERESTS. Scale 2 for suitable experienced teacher.

Apply by letter to Headmaster (curriculum vitae if you so desire) enclosing S.A.E. for further particulars and details. (61508)

NORTH YORKSHIRE

COUNTY COUNCIL
ESKDALE SCHOOL
Sleights Lane, Whitby (11 - 14 years)
Comprehensive
An experienced teacher is required to teach Physics to 'O' level as part of a team of teachers of Science.
Applications should be made in writing, including the curriculum vitae and the names and addresses of two referees, to the Headmaster as soon as possible. (40966) 135422

CUMBRIA

COUNTY COUNCIL
MILLOM SCHOOL
Salthouse Road, Millom (mixed comprehensive, 11 - 18 yrs, 872 on roll)
Required for September, 1982, to cover for a one year secondment, a temporary teacher of Technical Studies able to offer particularly interesting opportunities in Design, Craft and Technology.

Apply by letter with full details of qualifications and interests to the Headteacher, Millom School, Millom, Cumbria LA18 4NF (s.a.e.). (40851) 134822

WARWICKSHIRE

NORTH LEAMINGTON SCHOOL
Avenue Road, Leamington Spa, CV32 6LQ
(1,300 on roll)
Required September 1982, a teacher of Science (Scale 1) with woodwork bias. An interest in motor/cycle mechanics is necessary. Scale 2 post within 2 years.
Application forms and further particulars of the school from the Headmaster (s.a.e. please).

Scale 1 Posts

BERKSHIRE

BEECHWOOD COUNTY SECONDARY SCHOOL
Sandhurst, Berks. Tel: (0344) 772700
N.O.R. 700
Required September, 1982, when this new school will be established, a teacher of Physics/Chemistry to 'O' level and Combined Science to C.S.E. level. Scale 1.
Application forms and further details from the Headmaster, Beechwood County Secondary School, Sandhurst, Berks. (Tel: Sandhurst 772700). Berkshire County Council is an equal opportunity employer.
(40955) 135422

BERKSHIRE

DESBOROUGH SCHOOL
Shoppenhangers Road, Maidenhead, Berks. SL6 2QS
N.O.R. 1150
Required September, 1982, TEACHER OF TECHNICAL SUBJECTS (Scale 1) to join this lively, successful Department to teach Craft, Design and Technology to 'O' level and CSE mode 3 pupils in mixed 11 - 18 boys' comprehensive school.

Apply to the Headmaster at the Headmaster's House (end) Tel: Maidenhead 20282. Berkshire County Council is an equal opportunity employer. (40976) 135428

BROMLEY

LONDON BOROUGH OF BROMLEY
EDUCATION SERVICE
ST JOHN RIGBY RC HIGH SCHOOL
Greenford Road, Greenford, Middlesex
Required for September, 1982, a teacher of Design and Technology (Scale 1), for this 11 - 16 mixed comprehensive 13-19 years Catholic mixed comprehensive high school. Current roll 1015 with 170 in the sixth form. Vacancy due to promotion. This is an excellent opportunity to teach in a popular department the full range of subjects of metal-work, woodwork, engineering, graphics and CDT. Teaching commitment across the 11-16 and ability ranges with an emphasis on skill and quality being emphasised. All subjects are offered to CSE, GCE 'O' and 'A' level examinations. Candidates are welcome to visit the school, telephone 01-578 8282, Ext. 309.

London Weighting £759.

Application forms and further details available from the Headmaster (s.a.e. please). (61597) 135422

ENFIELD

LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield, Middlesex EN1 2QA
(Boys 11 - 16 mixed comprehensive)
Required September, temporary teacher of WOOD and/or METALWORK. Scale 1, to cover for a teacher on 1

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE

The following posts are all required for September, 1982:

Manor Farm Comprehensive School
King George Crescent Rushall, Walsall
WELL QUALIFIED TEACHER OF SCIENCE

Able to offer Chemistry to 'A' level and to assist in integrated Science Courses throughout the school. Burnham Scale 1. Post suitable for a newly qualified teacher.

Pelsall Comprehensive School
Pelsall Lane, Rushall, Walsall WS4 1NG
GRADUATE TEACHER OF HISTORY
Scale 1

Applications are invited from those seeking a first appointment to teach the subject throughout the school. An ability to offer some Geography or Social Studies or 'A' level Economics will also be required.

GRADUATE TEACHER OF ENGLISH
Scale 1

Applications are invited from those seeking a first appointment to teach this subject throughout the school.

T. P. Riley Comprehensive School
Lichfield Road, Bloxwich, Walsall WS3 3LU
TEACHER OF MATHEMATICS
Scale 1

To join a large and well staffed department, teaching a combination of modern and traditional mathematics, in a school where considerable success in the teaching of this subject is achieved.

TEACHER OF PHYSICS

To join an enthusiastic and successful department in this large comprehensive school where physics is a popular subject and facilities are good. The possibility of some 'A' level work exists.

TEACHER OF REMEDIAL EDUCATION
Scale 1

To join a large, enthusiastic, effective and generously staffed department.

Shire Oak Comprehensive School
Lichfield Road, Walsall Wood,
Walsall WS9 9PA
COMMITTED AND ENTHUSIASTIC TEACHER FOR BOY'S PHYSICAL EDUCATION
Scale 1

With the ability to teach a wide range of activities throughout the School. A particular interest in Hockey and Basketball will be an advantage. The successful candidate may also be expected to teach some Mathematics or English.

TEACHER OF TEXTILES AND NEEDLECRAFT
Scale 1

The commitment involves work up to at least GCE 'O' level standard and covers the whole age and ability range.

The Sneyd School
Vernon Way, Sneyd Lane, Bloxwich, Walsall
TEACHER OF DESIGN TECHNOLOGY
Scale 1

Required for September, 1982 in this developing Comprehensive Community School with well equipped purpose built accommodation. Offers opportunity for a candidate to teach design based courses throughout the school.

Closing date for all the above posts: 15th June, 1982.

Application should be made by letter to the Head Teacher of the school concerned, giving the names and addresses of two referees and enclosing an s.a.e.

This Authority is an equal opportunity employer.

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September 1982, unless otherwise stated

BARRY BOYS' COMPREHENSIVE SCHOOL (11–18) 12 Form Entry

CRAFT, DESIGN AND TECHNOLOGY Scale 1
To teach mainly in forms 2 and 3 with examination classes in line upper school.

PHYSICS Scale 1
Graduate preferred with ability to teach to 'A' level.

FRENCH AND GERMAN Scale 1 or 2
Required for September 1982, or January 1983, to teach throughout the school and with external examination classes. Scale 2 could be available for suitably qualified and experienced candidate.

CARDIFF HIGH SCHOOL (11–18 Comprehensive) 8 Form Entry

MATHEMATICS Scale 1
Experience and ability if possible to teach the subject up to 'O' level standard. An interest in allow learners and ability to teach R.E. would be an added recommendation.

LLANISHEN HIGH SCHOOL, CARDIFF (11–18 Comprehensive) 8 Form Entry

MATHEMATICS Scale 1
To teach to 'O' level. Ability to help with 'A' level statistics would be an advantage.

LLANRUMNEY HIGH SCHOOL, CARDIFF (11–18 Comprehensive) 7 Form Entry

HEAD OF CHEMISTRY Scale 3 + S.P.A.
Required January 1983, or earlier if possible to take responsibility for the organisation and teaching of the subject throughout the school, up to and including Advanced Level, under the overall control of a Head of Science.

CHEMISTRY Scale 1 + S.P.A.
To share in the teaching of the subject with examination work available for suitable candidate. This is a temporary appointment for one term only.

GENERAL SCIENCE Scale 1 + S.P.A.
To share in the teaching throughout the school with some examination work available for suitable candidate. This post is on a day-to-day basis during the maternity leave of the present holder.

RADYR COMPREHENSIVE SCHOOL, CARDIFF (11–18) 8 Form Entry

FRENCH Scale 1
To share in the teaching of French to 'O'/CSE levels, with Advanced level work for a suitably qualified applicant. An interest in the graded objectives scheme is desirable. Some English teaching is also required.

LARY MANY H. E. HIGH SCHOOL, CARDIFF (11–18 Comprehensive) 7 Form Entry

CRAFT DESIGN TECHNOLOGY Scale 1
A teacher is required to teach the subject throughout the school to all levels of ability including CSE, 'O' level. Experience in working in wood, metal and plastics is essential, and the successful applicant will be expected to make a contribution to the development of Design courses in the first three years.

Application forms may be obtained on receipt of a stamped addressed envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

L. J. A. Cole, Director of Education, Education Offices, Kingsway, Cardiff.

SECONDARY OTHER THAN BY SUBJECTS
continued

Scale 2 Posts and above

BUCKINGHAMSHIRE

WYCOMBE DIVISION
CHESSEX JOHN SCHOOL
Holmer's Lane, High Wycombe, Bucks.
Head: Mrs M.H. Key, B.A. (Hons).
Roll: 905 (11–16 mixed)
For September, 1982, a lively, experienced teacher to take charge of an-site Unit for pupils with temporary social adjustment problems. The unit is housed in a separate building and has a full-time Welfare Assistant. Scale 3 post for suitably qualified and experienced applicant.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agent fees (maximum payment £750) and (subject to expenses of £125 payable in approved cases). Housing assistance pending removal also payable in approved cases.
Letter of application, giving full details of qualifications and other relevant experience together with names of two referees, to the Head as soon as possible (with a stamped addressed envelope please). (400239)

NORTH YORKSHIRE

COUNTY COUNCIL
THE GRAHAM SCHOOL
Woodside Drive, Off Scalby Road, Scarborough
Comprehensive, 11–16, 1150 pupils
Wanted for September 1982, or January 1983, Teacher of MATHEMATICS (PREFERABLY 2) in this mixed 11 – 16 comprehensive school which stresses Pre-Training Wing. Candidates able to teach Navigation and Seamanship to examination standard and who have sea-going experience are invited to apply. An interest in marine engine and radio will be an added advantage for the department has a 33 foot motor vessel which is used regularly for practical work. Some other subject teaching will be required and candidates should indicate their other main teaching areas.
Interested teachers should write in the first instance to Mr. Gilliam for further details and forms to: The Head teacher, The Graham School, Woodlands Drive, Scarborough YO13 0DW. (400539)

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
DAGENHAM HIGH SCHOOL COMPREHENSIVE SCHOOL
Heath Road, Dagenham, Essex
(Roll 1100)
Required for September 1982
MEDIA STUDIES – a well-qualified teacher to develop well-established Media Studies Courses at C.S.E. and 'O' level. Scale 2.
Reimbursement of removal expenses in approved cases.
Application forms and further details available from the Headteacher (a.e.), not later than by 17th June, 1982. (51608)

BOLTON

BOLTON SCHOOL
(HMC IND. DAY SCHOOL)
CRAFT/PE
Teacher required for September 1982 to teach with games (cricket and hockey in particular) to assist Physical Education Department. Scale 3 post for suitably qualified and experienced applicant.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agent fees (maximum payment £750) and (subject to expenses of £125 payable in approved cases). Housing assistance pending removal also payable in approved cases.
Letter of application, giving full details of qualifications and other relevant experience together with names of two referees, to the Head as soon as possible (with a stamped addressed envelope please). (400239)

NORTH YORKSHIRE

COUNTY COUNCIL
THE GRAHAM SCHOOL
Woodside Drive, Off Scalby Road, Scarborough
Comprehensive, 11–16, 1150 pupils
Wanted for September 1982, or January 1983, Teacher of MATHEMATICS (PREFERABLY 2) in this mixed 11 – 16 comprehensive school which stresses Pre-Training Wing. Candidates able to teach Navigation and Seamanship to examination standard and who have sea-going experience are invited to apply. An interest in marine engine and radio will be an added advantage for the department has a 33 foot motor vessel which is used regularly for practical work. Some other subject teaching will be required and candidates should indicate their other main teaching areas.
Interested teachers should write in the first instance to Mr. Gilliam for further details and forms to: The Head teacher, The Graham School, Woodlands Drive, Scarborough YO13 0DW. (400539)

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
DAGENHAM HIGH SCHOOL COMPREHENSIVE SCHOOL
Heath Road, Dagenham, Essex
(Roll 1100)
Required for September 1982
MEDIA STUDIES – a well-qualified teacher to develop well-established Media Studies Courses at C.S.E. and 'O' level. Scale 2.
Reimbursement of removal expenses in approved cases.
Application forms and further details available from the Headteacher (a.e.), not later than by 17th June, 1982. (51608)

BOLTON

BOLTON SCHOOL
(HMC IND. DAY SCHOOL)
CRAFT/PE
Teacher required for September 1982 to teach with games (cricket and hockey in particular) to assist Physical Education Department. Scale 3 post for suitably qualified and experienced applicant.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agent fees (maximum payment £750) and (subject to expenses of £125 payable in approved cases). Housing assistance pending removal also payable in approved cases.
Letter of application, giving full details of qualifications and other relevant experience together with names of two referees, to the Head as soon as possible (with a stamped addressed envelope please). (400239)

BOLTON

METROPOLITAN BOROUGH OF BOLTON
CANON SLADE SCHOOL
Somerset Brow, Bolton BL3 3SP
CRAFT DESIGN TECHNOLOGY SCALE 1
Teacher required from 6th August, 1982, to work in a wide range of materials – wood, metal, plastics, glass – based training essential. Ability to work in similar capacities in the Art area an advantage.

WESTHOUGHTON HIGH SCHOOL
Spion Road, Westhoughton BL5 3EJ
MATHS SCALE 1
Teacher required from 6th August, 1982 to teach Maths throughout the school.
DRAMA SCALE 1
Teacher required from 6th August, 1982, to teach Drama throughout the school, including CSE and O'level work.
Application forms obtainable from Director of Education and Arts, C/Bor, Paderborn House, Civic Centre, Bolton BL1 1RU, returned to Head Teacher by 15th June. 1982. (51978) 135692

GWENT

COUNTY COUNCIL
NEWPORT
COMPREHENSIVE SCHOOL
GENERAL STUDIES
including (History), Geography and Social Studies to cover a wide ability range. Willingness to help with the teaching of low ability Mathematics would be an advantage.
Application forms and further information where available, obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent NP44 2XH on receipt of an s.a.e. Should be returned to the Director of Education by the 18th June, 1982. (52182) 135668

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE

EDUCATION DEPARTMENT
DURNFORD HIGH (11–14)
Durnford Street,
Middleton, Manchester.
Tel: 061-643 3843

1. WOODWORK AND SOME MATHEMATICS SCALE 1

2 SCALE 1 DRAMA AS CURRICULUM ACTIVITY

Some interest/ability in art desirable.

Letters of application stating details of age, education and experience to the Headteacher at the school together with the names and addresses of two referees.

LANGLEY HIGH (11–14)
Windermere Road, Langley, Middleton
Tel: 061-643 5226

BOY'S P.E. SCALE 2

To assume responsibility for P.E. throughout the school.

HOLLIN HIGH (11–14)
Hollin Lane, Middleton, Manchester. Tel: 061-643 3764

FRENCH WITH GERMAN SCALE 1

At this mixed comprehensive school which caters for the 11–14 years age range.

GREENHILL UPPER (13–16)
Falinge Road, Rochdale
Tel: Rochdale 51248

PHYSICS SCALE 1

with ability to offer either Biology or Chemistry to 'O' level or, if possible, 'A' Level.

OULDER HILL UPPER
Hudsons Walk Rochdale
Tel: Rochdale 55382

MATHEMATICS SCALE 1

with some 'A' Level teaching, ability to teach Computer Studies would be an advantage.

WARDLE HIGH (11–16)
Birch Brook, Wardle, Rochdale Tel: Littleborough 78911

1. MATHEMATICS SCALE 1

2. GENERAL STUDIES SCALE 1

with ability to assist with 'O' Level flute.

LITTLEBOROUGH HIGH
Calderbrook Road, Littleborough
Tel: Littleborough 78886

TEMPORARY MATHEMATICS SCALE 1

across full age range. The ability to offer some Games/P.E. would be a distinct advantage.

CARDINAL LANGLEY R.C. (11–16)
Rochdale Road,
Middleton, Manchester
Tel: 061-643 3105

1. FRENCH SCALE 1

Ability to help with P.E. or another subject an advantage.

2. GRADUATE BIOLOGY SCALE 1

Some 6th form work would be available.

ST. JOSEPH'S R.C. HIGH (11–16)
Pot Hall, Heywood. Tel: Heywood 60607

MATHEMATICS SCALE 1

A knowledge of SMP Mathematics an advantage.

KNOWL VIEW SPECIAL
Norden Road, Bamford, Rochdale 49687

Re-advertisement

TEACHER SCALE 2 (S) NON-RESIDENTIAL

To teach Science and General subjects throughout school age range. To assist the Deputy Head with curriculum development and in-service training. Experience in the education of children with special needs is desirable. The school caters for boys aged 9 to 16 years. The successful candidate will be required to perform extraneous duties, averaging 12 hours per week.

Salary: Burnham Scale 2 (S) plus £1,044 p.a. extraneous duty allowance. Informal visits welcome, ring the Headmaster Rochdale 49687.

Application forms on request on s.a.e. from Chief Education Officer, Municipal Offices, P.O. Box 70, Smith Street, Rochdale OL16 1YD and throughout be returned to the Headteacher at the school not later than 16th June, 1982.

Application forms for all the above posts (unless otherwise stated) available on receipt of s.a.e. from the Headteacher of the school to whom they should be returned not later than 16th June, 1982. (39808) 135694

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SCHOOL OF ART & CRAFTS
HUNTERSGATE SCHOOL
Hartfield Lane, Hull
(Roll 1,000)
Required for September, 1982, a temporary teacher, Scale 3 for the Autumn term.

Preference will be given to Roman Catholics who can teach physical Education.

Application forms available from the Head, should be returned by 30th June. (51949) 135693

DONCASTER

EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster, DN12 1LH

Tel: Rotherham 864100

Headmaster: J. S. Welch, MA

Required as soon as possible, a well qualified Graduate Teacher of Economics to take over responsibility for the subject and to lead the teaching of this course from the 3rd year and Fifth year. Ability to teach German up to 'A' Level essential.

Edlington Comprehensive School takes all pupils aged 11–16 living in the very well mixed catchment area and was purpose built in 1967 on a 30 acre site on the edge of open country.

Application by letter and curriculum vitae including addresses and telephone numbers of two referees should be sent as soon as possible to the Head. (51930) 135692

SHEFFIELD

CITY OF EDUCATION DEPARTMENT
PARK SCHOOL
Barry Road, Sheffield S9 1BA
(Telephone 0742.449588)
Required for September, 1982, a teacher/organiser of URDU Scale 1 or SPS.
The teaching of URDU commenced at Park House in September, 1981. The post is, therefore, looking for an enthusiastic organiser with appropriate qualifications/experience who would be interested in developing resources as we hope to expand to teach URDU to pupils in years 7 and 8. Knowledge of Punjabi would be advantageous, but successful applicant will be required to teach Urdu and English as a Second Language.
Completed application forms including names and addresses of 2 referees should be returned to the Head Teacher by Friday, 11th June, 1982. (50585) 132622

Sixth Form and Tertiary Colleges

Headships

EAST SUSSEX

COUNTY COUNCIL
BEXHILL COLLEGE
Turkey Road, Bexhill-on-Sea, TN39 3HF
(Sixth Form College, 450 on roll)
Required January 1983, Principal for this Group IV Sixth Form College which has 450 students on roll.
Full particulars available in approved cases.
Application forms and further particulars of the post may be obtained from the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes, East Sussex, BN7 1SG (D.A.E. please). Closing date for the receipt of applications 18th June, 1982. (51898) 140010

Scale 2 Posts and above

LEICESTERSHIRE

GATEWAY SIXTH FORM COLLEGE
The Newarks, Leicester.
Roll 740
Scale 3
Required August, to teach to GCE 'O' and 'A' level.
Further details from the Head. Apply immediately on forms with full particulars and names and addresses of two referees (SAE). (40621) 140020

Scale 1 Posts

BURY

METROPOLITAN BOROUGH OF BURY
BURY CROSS COLLEGE
Manchester Road, Bury
Required for 1st September, 1982.
ECONOMICS (Scale 1)
Part-time to teach only 'A' Level.
Application forms and further details obtainable from and returnable to the Principal at the college by 18th June, 1982. (39760) 140022

UNITED WORLD COLLEGE OF THE ATLANTIC

Atlantic College, first of the United World Colleges, has 350 Sixth form students on scholarship from some 60 countries. The College prepares all students for the *International Baccalaureate* and has an extensive programme of coast rescue and community service.

Applications are invited for a teaching post in

MATHEMATICS

for September 1982 or January 1983.

Teaching will be at both Higher and Subsidiary Levels of the *International Baccalaureate*. A strong, active commitment is expected towards the international and comunity service aims of the College. Salaries are above Burnham scale.

Applications (full c.v., no forms, with names of three confidential referees) to The Headmaster, United World College of the Atlantic, St. Donat's Castle, Llantwit Major, South Glamorgan CF6 9WF from whom further details are available on receipt of an s.a.e. 9" x 6".

BARNET

LONDON BOROUGH OF BARNET
WOODHOUSE SIXTH FORM
Woodhouse Road, N. Finchley N12
0J-445 1910
Minor 550 students
Required September 1982, Graduate to teach MATHEMATICS to 'O' and 'A' level and G.C.E. London University standard. Computing Science would be an advantage. Also to lead the teaching of this course from the 3rd year and Fifth year. Ability to teach German up to 'A' Level essential.
Application forms from Headmaster should be returned to the College as soon as possible (S.A.E.). (40095) 140022

BURY

METROPOLITAN BOROUGH OF BURY
PEEL SIXTH FORM COLLEGE
Parliament Street, Bury.
Required for 1st September, 1983.
BIOLOGY (Scale 1) to 'A' level and Elementary.
Application forms and further details obtainable from and returnable to the Principal at the College by 18th June, 1982. (39760) 140022

BURY

METROPOLITAN BOROUGH OF BURY
STAND SIXTH FORM COLLEGE
Church Lane, Whitefield, Manchester M25 7WE
Required for 1st September, 1983.
BIOLOGY/LIFE SCIENCES (Scale 3)
Applicants should be able to contribute to one or more of the following courses: A level Biology and Environmental Studies, City and Guilds Foundation studies (Commerce, Science) level/C.S.E. Biology.
Application forms and further details obtainable from and returnable to the Principal at the College by Monday, 14th June, 1982. (61833) 140028

HAMPSHIRE

PRICE'S COLLEGE
Park Lane, Fareham
Sixth Form College 1,085 students
Required September 1982
Two Graduate **ECONOMISTS** Scale 3 to offer 'A' level Economics and Business Studies, including 'O' level Principles of Accounts.
Send curriculum vitae, names/addresses of two referees and s.a.e. to Principal (61507) 140008

HAMPSHIRE

PETER SYMOND'S COLLEGE
Winchester, Hampshire.
Open access with Form
1,000 students
Temporary post for one year, Scale 3 for approximately half time) preferably with Economics/Politics. Details of subjects offered.
Letters of application immediately to Principal with full curriculum vitae, two referees and S.A.E. (39400) 140021

RICHMOND UPON THAMES

EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

LECTURER I - PHYSICS

Applications are invited for the above post which is available from 1st September, 1982, or as soon as possible afterwards.

Applicants should be able to teach Physics to 'A' level standard, and be willing to act as course tutor for the City and Guilds (Science Industries) Foundation Courses.

Salary: £8,034 – £8,658 (under review) plus £468 London Weighting Allowance per annum.

Further particulars and application forms, returnable within one week of the date of this advertisement, may be obtained from the Acting Principal, Richmond upon Thames College, Egerton Road, Twickenham, Middx. TW2 7SJ. (Tel: No. 01-892 0464, Ext. 47). (61815) 140029

Deputy Headships
Second Masters/ Mistresses

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
PARK DEAN SCHOOL
Park Dean Road, Oldham.
Required for January 1983, an Assistant Teacher (Deputy Head) (S) to take responsibility for the 16+ leavers group. Experience and an additional qualification in the teaching of mathematics to non-specialists is desirable. Applications must be received within 14 days of the appearance of this notice in the press. (40054)

Application forms (s.a.e.) obtainable from the Director of Educational Services, (Ref AJP/HC), Mercury House, Mercury Gardens, Romford, Essex. Closing date for receipt of completed forms 18th June, 1982. (40067)

NORTHAMPTONSHIRE

WELLINGBOROUGH EASTFIELD PARK SCHOOL
Finedon Road,
Wellingborough, Northants

ASSISTANT TEACHER
Scale 3(S)

Required for September, 1982 a suitably qualified and experienced teacher for the CSE/'O'/'A' school for children aged 9–14 years.

The successful applicant will be responsible for the development and implementation of Health Education/Social Education/Science Programmes for the Middle and Upper Schools. Teaching duties will be primarily with the latter section, within the school. Applicants should hold an advanced qualification in special education.

Arrangements to visit the school should be made with the Headteacher, Mr. M. Richardson. Tel: 0933890.

Further details and application form available from the Headteacher (SAE please). (50099) 140020

WEST SUSSEX

COLLYER'S VI FORM COLLEGE
Horsham
Required for September 1982, a teacher to teach English to G.C.E. A and S levels. Salary Burnham Scale 3.
Letter of application (no forms) to the Principal, quoting two referees. Enclose s.a.e. for acknowledgement if desired. (39990) 140023

WEST SUSSEX

COLLYER'S VI FORM COLLEGE
Horsham
Required for September 1982, a teacher to teach English to G.C.E. A and S levels. Salary Burnham Scale 3.
Letter of application (no forms) to the Principal, quoting two referees. Enclose s.a.e. for acknowledgement if desired. (39990) 140023

HEREFORD & WORCESTER COUNTY COUNCIL

PUDLESTON COURT SCHOOL
Pudleston, Leominster, Herefordshire, HR6 0QX

The school is set in extensive grounds in the Herefordshire countryside, miles from anywhere, and overlooks the Welsh Mountains. It is a purpose-built school for children with a separate classroom, block and practical room.

There is a certain emphasis on rural studies, and the children are given overall experience in gardening, animal care, cookery, needlework, woodwork and metalwork.

Applications are invited for the post of Deputy Headteacher at this primary school for children with moderate learning difficulties (ESN(M)). Roll 80. (50 boarding, 30 day) ages 5–16 years.

The person appointed should have experience and qualification in special education and be prepared to reside in the area. He/she will be expected to be willing to make a notable contribution to the curriculum and development of the school.

The person appointed will be required to do 15 hours extraneous duties per week. Applicants are required to have a knowledge of woodwork and music at a high level. Scale 3 (S) plus £1,044 extraneous duty allowance. Suitably qualified and experienced candidates.

London allowance of £758 per annum is payable if the post is fundamentally committed to multi-cultural education.

Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (40131) 140030

COVENTRY

CITY OF COVENTRY
HAWKESBURY FIELDS SCHOOL
(Severe Learning Difficulties)
Cox Street, Off Allesley Old Green Road, Coventry. Head Teacher: Mr. W. Elliott.
Required as soon as possible, suitably qualified and experienced teacher to take a class and to be responsible for the co-ordination of creative subjects and enrichment throughout the school. The school has already a well developed programmes in core curriculum areas. Salary Scale 3(s).
Visits to the school may be arranged with the Head Teacher.
Application forms and further details from the Director of Education, County Hall, Coventry, CV1 5RS (telephone 0203 25555 Ext. 2441). To be returned to the Head Teacher by the first Friday in June, 1982. Canvassing disqualifies. (40067)

EAST ESSEX

SUSSEX YOUTH TRUST
The Trust will shortly be opening Chelvington, Essex independent co-educational special school and therapeutic community for approximately 24 adolescents with emotional difficulties. The school, which is in Seaford, will seek to promote appropriate compensare and curriculum development.

Teachers required for September 1982 to teach English, and General Science to C.S.E. and 'O' level. Scale 3 plus 1 or 2 plus S.P.A. Additional duties may be available. The Trust is looking for teachers who have a variety of skills and the ability to work in a professional team. Opportunity for development of new ideas in the context of a developing community.
Details from the Director, Dr. A. J. Cooper, Sussex Youth Trust, 23 New Road, Chatham on ME4 4QJ. (52662) 140026

GWENT

COUNTY COUNCIL
PENGAM S.B.N. (S) DAY SCHOOL
Rhodfa Ebbw Vale
Required for the start of the autumn term 1982 a teacher responsible for the school and accommodation for approximately 60 children aged 7 to 16 years of age. Preference will be given to candidates with experience in Special Education. Expertise in Physical Education would be an advantage. Possible Scale 3 post for suitable candidates. Application forms and further information where available, obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent NP44 2XH on receipt of an s.a.e. should be returned to the Head Teacher by 18th June, 1982. (52036)

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER COLLEGE
BARROW SCHOOL ESN (M)
Elms Vale Road, Dover
Teacher required as soon as possible to take charge of pupils with responsibility for Audio/Visual Equipment, interest in Computer assisted learning desirable. Scale 3 S for suitably qualified and experienced teacher.
Letters of application with full curriculum vitae to the Headteacher at the school together with the names and addresses of two referees. (40139) 140020

KIRKLEES

METROPOLITAN COUNCIL
RAWFOLD SCHOOL
Rawfold Lane, Hackmondwike, W. Yorkshire
Required from 31st August, 1982, teacher Scale 3(S) to take responsibility for the 16+ leavers group. Experience and an additional qualification in the teaching of mathematics to non-specialists is desirable. Applications must be received within 14 days of the appearance of this notice in the press. (40054)

Application forms (s.a.e.) obtainable from the Director of Educational Services, (Ref AJP/HC), Mercury House, Mercury Gardens, Romford, Essex. Closing date for receipt of completed forms 18th June, 1982. Canvassing disqualifies. (40067)

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FOXDENTON SCHOOL
Foxdenton Lane, Chadderton, Oldham.
Required for January 1983, a suitably qualified teacher at this primary school for physically handicapped children, with responsibility for Teaching Mathematics to C.S.E. and 'O' level standard. Ability to contribute to curriculum development, structured learning programmes for children across the whole normal range of intelligence will be looked for as well as evidence of further relevant studies. Scale 3 (S). Suitably qualified and experienced candidates.
London allowance of £758 per annum is payable if the post is fundamentally committed to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (40131) 140030

COVENTRY

CITY OF COVENTRY
HAWKESBURY FIELDS SCHOOL
(Severe Learning Difficulties)
Cox Street, Off Allesley Old Green Road, Coventry. Head Teacher: Mr. W. Elliott.
Required as soon as possible, suitably qualified and experienced teacher to take a class and to be responsible for the co-ordination of creative subjects and enrichment throughout the school. The school has already a well developed programmes in core curriculum areas. Salary Scale 3(s).
Visits to the school may be arranged with the Head Teacher.
Application forms and further details from the Director of Education, County Hall, Coventry, CV1 5RS (telephone 0203 25555 Ext. 2441). To be returned to the Head Teacher by the first Friday in June, 1982. Canvassing disqualifies. (40067)

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The Trust will shortly be opening Chelvington, Essex independent co-educational special school and therapeutic community for approximately 24 adolescents with emotional difficulties. The school, which is in Seaford, will seek to promote appropriate compensare and curriculum development.

Teachers required for September 1982 to teach English, and General Science to C.S.E. and 'O' level. Scale 3 plus 1 or 2 plus S.P.A. Additional duties may be available. The Trust is looking for teachers who have a variety of skills and the ability to work in a professional team. Opportunity for development of new ideas in the context of a developing community.
Details from the Director, Dr. A. J. Cooper, Sussex Youth Trust, 23 New Road, Chatham on ME4 4QJ. (52662) 140026

GWENT

COUNTY COUNCIL
PENGAM S.B.N. (S) DAY SCHOOL
Rhodfa Ebbw Vale
Required for the start of the autumn term 1982 a teacher responsible for the school and accommodation for approximately 60 children aged 7 to 16 years of age. Preference will be given to candidates with experience in Special Education. Expertise in Physical Education would be an advantage. Possible Scale 3 post for suitable candidates. Application forms and further information where available, obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent NP44 2XH on receipt of an s.a.e. should be returned to the Head Teacher by 18th June, 1982. (52036)

Special Education

Headships

CORNWALL

EDUCATION COMMITTEE
ASSISTANT TEACHER (SPECIAL EDUCATIONAL NEEDS)
Salary: Head Group 3
Applications are invited from qualified teachers with good teaching experience. The successful candidate will be based in the schools in the Kerrier area with direction to pupils' learning difficulties and should have particular strengths in reading.
Application forms and further details available from the Area Education Officer, Kerrier Area, Cornwall County Council, Pydar House, Pydar Street, Truro, Cornwall TR1 1XH. Closing date for receipt of applications 18th June, 1982. (51991) 140015

Scale 2 Posts and above

LEICESTERSHIRE

GATEWAY SIXTH FORM COLLEGE
The Newarks, Leicester.
Roll 740
Scale 3
Required August, to teach to GCE 'O' and 'A' level.
Further details from the Head. Apply immediately on forms with full particulars and names and addresses of two referees (SAE). (40621) 140022

RICHMOND UPON THAMES

EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

LECTURER I - PHYSICS

Applications are invited for the above post which is available from 1st September, 1982, or as soon as possible afterwards.

Applicants should be able to teach Physics to 'A' level standard, and be willing to act as course tutor for the City and Guilds (Science Industries) Foundation Courses.

Salary: £8,034 – £8,658 (under review) plus £468 London Weighting Allowance per annum.

Further particulars and application forms, returnable within one week of the date of this advertisement, may be obtained from the Acting Principal, Richmond upon Thames College, Egerton Road, Twickenham, Middx. TW2 7SJ. (Tel: No. 01-892 0464, Ext. 47). (61815) 140029

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER COLLEGE
BARROW SCHOOL ESN (M)
Elms Vale Road, Dover
Teacher required as soon as possible to take charge of pupils with responsibility for Audio/Visual Equipment, interest in Computer assisted learning desirable. Scale 3 S for suitably qualified and experienced teacher.
Letters of application with full curriculum vitae to the Headteacher at the school together with the names and addresses of two referees. (40139) 140020

KIRKLEES

METROPOLITAN COUNCIL
RAWFOLD SCHOOL
Rawfold Lane, Hackmondwike, W. Yorkshire
Required from 31st August, 1982, teacher Scale 3(S) to take responsibility for the 16+ leavers group. Experience and an additional qualification in the teaching of mathematics to non-specialists is desirable. Applications must be received within 14 days of the appearance of this notice in the press. (40054)

Application forms (s.a.e.) obtainable from the Director of Educational Services, (Ref AJP/HC), Mercury House, Mercury Gardens, Romford, Essex. Closing date for receipt of completed forms 18th June, 1982. Canvassing disqualifies. (40067)

NORTHAMPTONSHIRE

WELLINGBOROUGH EASTFIELD PARK SCHOOL
Finedon Road,
Wellingborough, Northants

ASSISTANT TEACHER
Scale 3(S)

Required for September, 1982 a suitably qualified and experienced teacher for the CSE/'O'/'A' school for children aged 9–14 years.

The successful applicant will be responsible for the development and implementation of Health Education/Social Education/Science Programmes for the Middle and Upper Schools. Teaching duties will be primarily with the latter section, within the school. Applicants should hold an advanced qualification in special education.

Arrangements to visit the school should be made with the Headteacher, Mr. M. Richardson. Tel: 0933890.

Further details and application form available from the Headteacher (SAE please). (50099) 140020

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FOXDENTON SCHOOL
Foxdenton Lane, Chadderton, Oldham.
Required for January 1983, a suitably qualified teacher at this primary school for physically handicapped children, with responsibility for Teaching Mathematics to C.S.E. and 'O' level standard. Ability to contribute to curriculum development, structured learning programmes for children across the whole normal range of intelligence will be looked for as well as evidence of further relevant studies. Scale 3 (S). Suitably qualified and experienced candidates.
London allowance of £758 per annum is payable if the post is fundamentally committed to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (40131) 140030

OXFORDSHIRE

COUNTY COUNCIL
JOHN WATSON SBN (S) SCHOOL
Bolton Park, Wheatley
Required for September, 1983, a teacher (Scale 3S) preferably with experience of work with children suffering from severe learning difficulties and with qualifications relating to special educational needs.
Apply with full details to the Headteacher. SAE please. (61894)

SHROPSHIRE

EDUCATION COMMITTEE
SPECIAL SCHOOL
Burlington, Shrewsbury SY4 3PF
One year temporary teaching post in each GENERAL SUBJECTS, some Science and Maths, some responsibility for P.E. Sympathy and understanding of children with learning difficulties, and hockey/games facilities essential. Scale 3 plus 1 or 2 plus S.P.A. Outstanding Special Schools extraneous allowance.
Application forms from the school (s.a.e.). (61864) 140020

SUTTON

LONDON BOROUGH OF SUTTON
ORCHARD HILL ACTIVITIES CENTRE
Queen Mary's Hospital for Children, Carshalton, Surrey
LECTURERS GRADE I AND II

See main advertisement (display) in Further Education pages. (61963)

Scale 1 Posts

BARNET

LONDON BOROUGH OF BARNET
OAK LODGE E.S.N.(M) SCHOOL
Heath View, Off East End Road, London, N2 0QY
Required for September, 1982, qualified teacher to work in Oak Lodge Touch Control Studios to cover full age range. Scale 3(S) plus S.P.A. Schools Allowance £623 p.a. Further details from the Headmaster Tel: 444 1911.
Application forms (s.a.e.) obtainable from the Director of Education and Arts, Town Hall, Friern Barnet, N11 3DL by 18th June, 1982. (40125) 140022

BUCKINGHAMSHIRE

COUNTY COUNCIL
COLNBROOK SCHOOL
Hayling Road, South Oxley
Required September, if possible or January, an enthusiastic teacher to work as part of a team of three assistants, teaching 44 boys and girls with moderate learning difficulties, including autistic children with behaviour problems. Scale 3 plus Special Schools Allowance plus 2 increments for suitable experience.
Application forms (s.a.e.) obtainable from the Director of Education and Arts, Bucks County Council, County Hall, Aylesbury, Bucks HP20 1UA, returnable by 18th June. (40125) 140022

BUCKINGHAMSHIRE

COUNTY COUNCIL
ROKANS FIELD
Shenley Road, Bletchley, Milton Keynes, MK3 7AW
Head Teacher: Mr. J. H. R. Thomas
Roll: 80
Teacher Scale 1 plus Special Schools Allowance
Scale(Maths) required for September, 1982
Teacher for Class of seven to eight year olds at this day/weekly residential school catering for maladjusted pupils in the five to twelve year age range.
Interest in music or swimming would be an advantage but not essential. This is a temporary post for one year only. (61567) 140022

BUCKINGHAMSHIRE

COUNTY COUNCIL
CLAYGROVES (READING) IMPAIRED SECONDARY) SCHOOL
Crosslands, Stantonbury, Milton Keynes, MK14 6AX

SPECIAL EDUCATION
continued

NORTHUMBERLAND

COLLINGWOOD SCHOOL
Stephenson Avenue, Morpeth, NE61 1UF

Required from September, 1982 Woodwork Teacher for senior boys and girls in this all-age Special School for slow learning children. Candidates should have the ability to teach basic subjects and take responsibility for a class. 2 way bi-valent course. Also, however, other teaching qualifications may be payable.

Application forms available by 18 June, send sae to Director of Education, County Hall, Morpeth, NE61 2EF. (01-543-3606) 160022

OXFORDSHIRE

COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton Road, Oxford OX9 1QU

Roll 1200
Age 11 - 18

Required for September, 1982, a teacher to work in Special Measures Unit attached to this rural Comprehensive School which has the aim of trying to teach children with learning problems ranging from the specific or withdrawal basis to those whose educational needs are more general and who require more consistent help. Scale 1 plus SSA.

Apply in writing to the Headteacher as soon as possible outlining age, qualifications, experience, if any, and giving the names of two referees. Further particulars available upon receipt of S.A.E. (519937) 160032

SHEFFIELD

CITY OF EDUCATION DEPARTMENT
WOODSEY WOOD SCHOOL
Oaks Fold Road, Sheffield 8S 0TG

Required for September, 1982, a temporary Scale 3 - 5SA teacher to work with a group of multiply handicapped children. The person appointed must be able to work as a member of a multidisciplinary team and should have some experience in dealing with handicapped children.

Application forms are available from the Chief Education Officer (Teachers Division), to whom they should be returned by 9th June, 1982. Leopold Street, Sheffield S1 2JG (0742 - 736951, 711847, 711848, 739642) 160028

SHEFFIELD

CITY OF EDUCATION
DEAN CLOUGH SCHOOL
DR. JOAN WORRALL
Scholey Street, Sheffield 8S

Required from September 1982 to cover maternity leave a temporary Scale 3 teacher for a mixed group of young children with learning and behavioural difficulties. The successful candidate must be able to work as a member of a small team and an interest in direct instruction in Religious would be an advantage.

Application forms are available from the Chief Education Officer (Teachers Division) to whom they should be returned by PO Box 67, Leopold Street, Sheffield, S1 1RJ by Friday, 11th June 1982 (369532) 160024

SOLIHULL

EDUCATION COMMITTEE
Tudor Grange Centre
Assistant Teacher Scale 1 Plus
Special Schools Allowance

Required from September, 1982, for one year only, a suitably qualified and experienced teacher to work at the Centre for children with problems. An interest in boys' craft and games would be an advantage.

Application forms available from the Director of Education, P.O. Box 29, Council House, Solihull, West Midlands. Closing date the 23rd June, 1982. (01-8057) 160048

STAFFORDSHIRE

EDUCATION COMMITTEE
RAWNSLEY HILL SPECIAL SCHOOL
Kings Hill Road, Lichfield

Required to commence September, 1982, for 12 months TEMPORARY TEACHER for Senior aged children at this physically handicapped school - General Subjects, Scale 3 plus S.S.A.

Application forms obtainable from and returnable to the Headteacher (s.s.e.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of a recognised Trade Union. (454431) 160038

SUSSEX YOUTH TRUST

Are under Scale 3 Posts. (3588) 160022

SURREY

EDUCATION COMMITTEE
WOODLANDS SCHOOL
Leatherhead

Suitably qualified and experienced teacher required September, 1982, at this day school for 92 severely educationally subnormal boys and girls aged from 2 - 16 years. Salary Scale 3 plus Special Schools Allowance.

Apply in writing (Ref) Leatherhead 377022. (61922) 160022

TAMESIDE

METROPOLITAN BOROUGH
STALYBRIDGE 5AMUEL LAYCOCK E.S.N. (M) SECONDARY SPECIAL SCHOOL

ASSISTANT TEACHER - LAMDA Scale 1

With responsibility for 2nd year Junior E.S.N. (M). This is a permanent post from September, 1982.

Application forms available from and to be returned to Director of Education, Staffolin Section, Municipal Offices, Wellington Road, Ashton-under-Lyne OL6 6DL.

Forms to be returned as soon as possible. (01-339-2020, ext. 2078/TES. (339832) 160022

WALSALL

METROPOLITAN BOROUGH
EDUCATION COMMITTEE
MARY ELLIOT ESN(S)

SCHOOL
Lower Street, Walsall WS2 8AA

Required for September, 1982, a TEACHER to work with a team of teachers in the Social Education Centre, teaching Senior E.S.N. (S) pupils aged 16 - 18 years.

Closing date June, 1982.

Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an s.a.e.

This Authority is an equal opportunity employer. (613461) 160052

WILTSHIRE

One more teacher is required from September to completed the team running a small residential P.S.E. course for E.S.N.S. students. The vacancy is for a teacher to be responsible for the language programme and to share in the general education curriculum. Some teaching in games will be required. Scale 3.

Please write c.v. and full information about ability interests and experience and include the names and addresses of two referees, to the Principal, Westwood Education Centre, Westwood, Melksham. Accommodation if wanted earlier application will come to re-apply. (40926) 160022

WILTSHIRE

Required for January, 1983 at this independent co-educational School of 360 pupils of which 110 are in the Preparatory Department.

The person appointed will be graduate with a Teaching qualification, and must have outstanding administrative and managerial qualities if the responsibilities of Headmaster/Headmistress are to be fulfilled. Applicants should be familiar with the latest developments in Secondary level, Public Examinations and Junior education.

Applications in writing giving full curriculum vitae, and the names and addresses of two referees, should be sent to the Chairman of the Governors, Bridgewater School, Drywood Hall, Lord Lee Road, Worsley, Manchester M28 4WU. The closing date for application is Friday, 25th June, 1982. (01-794-4561) 160010

Independent Schools

Headships

MANCHESTER (NEAR)

AN INDEPENDENT CO-EDUCATIONAL DAY SCHOOL WITH A PREPARATORY DEPARTMENT ACCREDITED BY THE ASSOCIATION OF SCHOOLS JOINT COUNCIL

Headteacher (Burnham Group 6) required for January, 1983 at this independent co-educational School of 360 pupils of which 110 are in the Preparatory Department.

The person appointed will be a graduate with a Teaching qualification, and must have outstanding administrative and managerial qualities if the responsibilities of Headmaster/Headmistress are to be fulfilled. Applicants should be familiar with the latest developments in Secondary level, Public Examinations and Junior education.

Applications in writing giving full curriculum vitae, and the names and addresses of two referees, should be sent to the Chairman of the Governors, Bridgewater School, Drywood Hall, Lord Lee Road, Worsley, Manchester M28 4WU. The closing date for application is Friday, 25th June, 1982. (01-794-4561) 160010

By Subject Classification

Arts and Design

Other Assistants

BERKSHIRE

ETON COLLEGE

ART

A full-time teacher of painting and drawing is required to join the Art Department in January 1983.

Applications, including a curriculum vitae, the names of three referees and six slides of recent work, should be sent to the Head Master of Eton College, Eton, Windsor, Berkshire, from whom further details may be obtained. (35563) 181224

BERKSHIRE

WELLINGTON COLLEGE
Required JANUARY 1983
A full-time teacher in the Art Department to be responsible for running a thriving Pottery with "A" and "O" level pottery candidates next year. Suitably qualified applicants with or without previous teaching experience will be considered.

Applications with c.v. and names of 2 referees should be sent by 16th June to The Master, Wellington College, Crowthorne, Berks. from whom further details may be obtained. (40117) 181224

CAMBRIDGESHIRE

THE KINGS SCHOOL
Ely

Required for September, 1982, a master or mistress to teach Art and Pottery subject throughout the school.

Position suitable for a first appointment.

Salary in accordance with the Silver Book.

Applications giving names and addresses of two referees to be addressed to the Headmaster, from whom further particulars are available. (03589) 181924

CHESHIRE

CHEADLE HULME SCHOOL

INDEPENDENT/DIRECT GRANT, H.M.C. CO-EDUCATIONAL DAY AND BOARDING SIXTH FORM 960

Required September, 1982 (or January, 1983) ART specialist. Work to advanced level is required, emphasis on painting and drawing. Scale 3 available. Applicants, two of whom will be referees, to the Headmaster, Cheadle Hulme School, Cheadle Hulme, Cheadle, Stockport, Cheshire, SK8 5EF. (40061) 181924

Computer Studies

Other Assistants

KENT

UNIVERSITY SCHOOL
Upton Road South, Bexley (Independent Co-ed Day School 11 - 16 years)

Required for September, 1982 a qualified teacher for O.C.E. 'O' level in Computer Science and Numeracy. Scale 3 and salary. Burnham Scale and Graduate Weighting.

Apply to Headmaster with c.v. and names of two referees. (36375) 180078

Economics

Other Assistants

HERTFORDSHIRE

BERKHAMSTED SCHOOL
(740 boys aged 7 - 18 including 150 boarders)
Required for September 1982 TEACHER OF ECONOMICS. This is a flourishing 'A' level subject, which attracts over 30 Sixth Formers each year in two sets. Most of the teaching will be at VI form level, but willingness to take another subject at a more junior level will be welcomed. The ability to play an active part in the general life of the school (especially games) will be an added recommendation. Burnham Scale 1 salary with London Allowance. Accommodation may be available. Temporary appointment for one year can also be considered.

Apply (no forms) with the names of two referees to the Headmaster, Berkhamsted School, Castle Street, Berkhamsted, Herts. HP4 2BZ. (40688) 180084

LYTHAM

ST KING EDWARD VII SCHOOL
Lytham

(11-18, Independent 650 Boys)

Re-Advertisement

Required for September, 1982, Teacher of Economics, the subject has an important place in the sixth form curriculum. Salary Burnham Scale 3.

A keen interest in Sports, particularly Rugby, would be an additional qualification.

Applications, with names of two referees to the Headmaster, at the School. (5732) 180224

WAKEFIELD

WAKEFIELD GIRLS' HIGH SCHOOL
Queen's Road, Wakefield

Required in September, 1982, graduate teacher of Economics to 'A' level standard.

Apply for Head Mistress giving details of experience and names of referees. (35955) 180084

Engineering

Other Assistants

KENT

CHATHAM GIRLS' GRAMMAR SCHOOL
Fort Pitt Hill, Chatham

Required for September, 1982, a graduate teacher of Engineering to 'A' level. Scale 3 plus Burnham Graduate Allowance.

Apply in writing to the Headmistress. (61-3) 180224

LANCASHIRE

ST BEDE'S COLLEGE
Manchester M16 8AH

Required for September, 1982, a graduate teacher of Engineering to 'A' level. Scale 3 plus Burnham Graduate Allowance.

Apply in writing to the Headmaster. (061-226-2031) 180224

SURREY

CHARTERHOUSE
Godalming

Required for September, 1982, a graduate teacher of Engineering to 'A' level. Scale 3 plus Burnham Graduate Allowance.

Apply in writing to the Headmaster. (048-68-2251) 180224

English

Other Assistants

EAST SUSSEX

NEWLANDS MANOR
SCHOOL
Burton Place, Seaford, BN25 1PJ

(Independent Boarding School for girls)

Tel: 0323-890309)

Graduate required in September, 1982 to teach English to O.C.E. 'O' level standard.

This will be a residential post, and will incorporate Duties. Ability to coach games and Cricket will be a strong recommendation.

Salary Burnham Scale 3.

Write with full details of curriculum vitae and names of two referees. (01157) 182424

HEREFORD AND WORCESTER

THE KING'S SCHOOL
Worcester

Required for September 1982 a graduate EFL/ESL teacher to teach English to A level and Oxbridge Entrance level in the Sixth Form Department. A strong commitment to games and full involvement will be an essential qualification.

Applications, with curriculum vitae and names of two referees, should be sent to the Headmaster, details may be obtained from the Director of Education, Shire Hall, Worcester, WR1 2NW. Telephone 24811 ext. 2204. Application forms should be returned by 21st June, 1982. (40118) 182424

HERTFORDSHIRE

WATERSIDE SCHOOL
Nasal End, Bishop's Stortford, Hertfordshire CM23 1HE.

Telephone: 814071

Co-Educational Independent Day School, HMC, 520 pupils aged 5 - 16 years.

Members IAPS

Required from September 1st, 1982 a well qualified person to teach English to pupils aged 10 years to 16 years and to G.C.E. 'O' level and 'A' level standard. An interest in Drama would be advantageous. Candidates must be willing to play a full part in the life of the School.

Applications with Curriculum Vitae, names and addresses of two referees to be sent to the Principal. (36084) 182424

Geography

Other Assistants

CORNWALL

TRURO SCHOOL
Truro

(Independent Boarding 800 boys)

Required for September 1982 graduate to teach Geography to 'A' level. The successful candidate will be expected to assist in the teaching of Mundane Geography and Map Work in the Sixth Form.

Application letter to the Headmaster. Replies only to short listed candidates. (620291) 182424

CROYDON

CROYDON HIGH SCHOOL FOR GIRLS
Old Farleigh Road, Selsdon, South Croydon CR2 8YB.

Required for September, 1982 well qualified graduate to assist in all aspects of the work throughout the school to Oxbridge and Advanced Level and beyond. Interest in games would be an advantage. Well equipped department. Scale 3 post.

Written applications to the Head Mistress giving full personal, names and addresses of referees, c.v. s.a.e. (61671) 182824

GRAMPIAN REGIONAL COUNCIL

LECTURERS

ABERDEEN TECHNICAL COLLEGE

LECTURER 'B' IN MECHANICAL ENGINEERING. Should possess qualifications or equivalent and preferably have suitable industrial experience. Required to teach principally to Higher National Certificate and Diploma level. Electrical Installations and/or Electrical Maintenance Work.

LECTURER 'B' IN ELECTRICAL ENGINEERING. Should possess appropriate qualifications and preferably have suitable industrial experience. Required to teach principally to Higher National Certificate and Diploma level. Electrical Installations and/or Electrical Maintenance Work.

LECTURER 'B' IN ELECTRONICS. Should possess appropriate qualifications and preferably have suitable industrial experience. Required to teach principally to Higher National Certificate and Diploma level. Electrical Installations and/or Electrical Maintenance Work.

LECTURER 'B' IN COMPUTING. Should possess appropriate qualifications and preferably have suitable industrial experience. Required to teach principally to Higher National Certificate and Diploma level. Electrical Installations and/or Electrical Maintenance Work.

LECTURER 'B' IN BUILDING. Should possess appropriate qualifications and preferably have suitable industrial experience. Required to teach principally to Higher National Certificate and Diploma level. Electrical Installations and/or Electrical Maintenance Work.

LECTURER 'B' IN CIVIL ENGINEERING. Should possess appropriate qualifications and preferably have suitable industrial experience. Required to teach principally to Higher National Certificate and Diploma level. Electrical Installations and/or Electrical Maintenance Work.

LECTURER 'B' IN MECHANICAL ENGINEERING. Should possess appropriate qualifications

INDEP PASTORAL
continued

SURREY

THE GROVE SCHOOL
Hindhead
Required for September 1982. Assistant Housemistress to be one of four responsible for 80 girls from 11-18. Some teaching available. Promotion possible.
Applications please with curriculum vitae and names and addresses of two referees to The Headmaster. (40009) 184024

SUSSEX

WADHURST COLLEGE
Wadhurst, Sussex TN5 6JA.
A Boarding School of Evangelical Christian foundation for 380 girls aged 9 - 18.
Required for September 1982 a resident SECRETARY FORM HOUSE TUTOR to assume boarding responsibilities for approximately 45 Sixth Formers. Some teaching or non-teaching. Hours and terms unregulated. Extra curricular activities welcomed. Salary Burnham Scale 1.
Apply with full curriculum vitae (and names of two referees to the Headmistress. (40036) 184024

SUSSEX

ROEDEAN SCHOOL
Brighton
Required for September or as soon as possible after Resident assistant mistress to help in interesting post as head of running a House of 37 interest based on Sixth Form Centre in Pastoral work an asset. Salary Burnham Scale. Single accommodation available.
Applications with curriculum vitae and names, addresses and telephone numbers of referees to Housemistress. Number Three House, Roedean, Lately Applied June 19th. (40057) 184024

WILTSHIRE

RESIDENT ASSISTANT HOUSEMISTRESS/MATRON
Required in September to help in senior boarding house 250 girls (81 boys) 11-18 and take full responsibility when Housemistress away. No nursing or catering. Excellent single accommodation provided according to age and experience.
Please write giving full details and names of two referees to The Headmistress, Godolphin School, Salisbury, Wilts. (35068) 184024

Physical Education

Other Assistants

BEDFORD

BEDFORD HIGH SCHOOL
A well qualified Physical Education specialist (preferably male) is required in September for at least half a term, to share in teaching of P.E. throughout the school.
Please apply to the Headmistress, giving full curriculum vitae and names and address of two referees. (35318) 184024

BOURNEMOUTH

TALBOT HEATH
(INDEPENDENT) FORMERLY DIRECT GRANT) CHURCH OF ENGLAND DAY AND BOARDING SCHOOL
for 650 girls aged 8 - 18
Require TUTOR to assume boarding responsibilities for approximately 45 Sixth formers. Some teaching or non-teaching. Hours and terms unregulated. Extra curricular activities welcomed. Salary Burnham Scale 1.
Apply with full curriculum vitae (and names of two referees to the Headmistress. (40036) 184024

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Brighton
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Apply with full curriculum vitae (and names of two referees to the Headmistress. (40036) 184024

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset DT9 3QN
Telephone: Sherborne 2245
Required in September 1982 honours graduate to teach Physics and some Chemistry.
Apply in writing to the Headmistress, giving details of qualifications and experience, with the names and addresses of two referees. (35505) 184024

HEREFORD & WORCESTERSHIRE

VICTORIA SCHOOL
Leominster
Required in September 1982 a Mistress to teach Physical Education and Games (particularly athletics and cricket).
Duties to include coaching of first standard. A second subject would be an advantage. Single accommodation available for teacher in charge of Junior Boarding House. Candidates should indicate their interest in games, C.C.F., and other extra curricular activities.
Apply: The Headmaster, enclosing curriculum vitae and names and addresses of two referees. (35555) 184024

HAMPSHIRE

CHURCHER'S COLLEGE
E.M.C. Independent Day and Boarding
(Sixth Form 100)
Required for September 1983 or as soon as possible thereafter a well qualified graduate to teach Physics throughout age range 11 - 16, including O - Level. Some A - level work in the future.
Scale A post for suitable applicant. Resident or Non resident post available.
Apply with full curriculum vitae, gym tale phone number and names of two professional referees to the Headmaster, Churcher's College, Petersfield, Hants. GU31 4AS. (Tel: 07302-3033) 184024

KINGSTON-UPON-THAMES

KINGSTON GRAMMAR SCHOOL
EMC Day School - 575 Boys
(Girls)
Required for September for temporary Teacher of PHYSICS for the Autumn Term 1983. Burnham scale according to qualifications and experience.
Please apply enclosing curriculum vitae and names and addresses of two referees to the Headmaster, Kingston Grammar School, 70 London Road, Kingston upon Thames enclosing curriculum vitae and names and addresses of two referees. (35545) 184024

KINGSTON-UPON-THAMES

KINGSTON GRAMMAR SCHOOL
EMC Day School - 575 Boys
(Girls)
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Please apply enclosing curriculum vitae and names and addresses of two referees to the Headmaster, Kingston Grammar School, 70 London Road, Kingston upon Thames enclosing curriculum vitae and names and addresses of two referees. (35545) 184024

LONDON

LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(Direct Grant/Independent, EMC 1 boys)
Wanted for September, a graduate to teach BIOLOGY or CHEMISTRY to O and A level and Physics to O level. Willingness to help with games Rugby, Soccer, Athletics, Boats would be helpful.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London, W6 9LR. (61981) 184024

OXFORDSHIRE

COKETHORPE SCHOOL
Near Witney, Oxfordshire
INDEPENDENT BOARDING (140 boys, 145 girls)
Required September or January Teacher of Science throughout the School including A Level.
New Laboratories and equipment.
Preference for resident bachelor or ready to undertake Housemastering duties and take active parts in all fields of School life.
Apply Headmaster with c.v. and names of two referees. (40186) 184024

WAKEFIELD

WAKEFIELD GIRLS' HIGH SCHOOL
Required in September, 1983, PHYSICIST to teach to Ordinary and Advanced level in school with a strong science sixth form. Scale according to qualifications and experience.
Apply Head Mistress giving details of qualifications, experience and names of referees. (61818) 184024

WEST YORKSHIRE

BATLEY GRAMMAR SCHOOL
(Independent SSC Boys)
Required in September (Scale 3 Post). Qualified Graduate to teach Biology with Chemistry up to A.
Applications (no forms) to the Headmaster, Batley Grammar School, Carlinghow Lane, Batley, West Yorkshire, WF17 8AD. (Tel. Yorkshire) quoting two referees and giving details of qualifications and other interests. (36030) 184024

LONDON

LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(Direct Grant/Independent, EMC 1 boys)
Wanted for September, a graduate to teach BIOLOGY or CHEMISTRY to O and A level and Physics to O level. Willingness to help with games Rugby, Soccer, Athletics, Boats would be helpful.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London, W6 9LR. (61981) 184024

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Applications (no forms) to the Headmaster, Batley Grammar School, Carlinghow Lane, Batley, West Yorkshire, WF17 8AD. (Tel. Yorkshire) quoting two referees and giving details of qualifications and other interests. (36030) 184024

Technical Studies

Other Assistants

SOUTHAMPTON

KING EDWARD VI SCHOOL
Southampton
(EMC 840 Boys 930 in Sixth Form)
REQUIRED FOR SEPTEMBER 1983, a young qualified teacher of BIOLOGY, to teach some Junior Chemistry. Ability to coach games would be an advantage. The post provides a real opportunity to contribute to the planning of Science throughout the School and for integration with the Sixth Form and technological activities in the School.
Full particulars from the Head Master, Mr. C. Dobson, The School, Wilton Road, Southampton, SO9 4XP, to whom applications and letters should be sent, together with the names and addresses of two referees to whom reference may be made as soon as possible. (35964) 184024

SUFFOLK

ST. GEORGE'S SCHOOL
Independent Boys Boarding School
Required September 1983, Teacher of Technical Drawing (with some Technical Science) ideally teaching throughout age range 11 - 16, including O - Level. Some A - level work in the future.
Scale A post for suitable applicant. Resident or Non resident post available.
Apply with full curriculum vitae, gym tale phone number and names of two professional referees to the Headmaster, St. George's School, The Hall, Great Finborough, Stowmarket, Suffolk IP14 3EF. (35707) 184024

Other than by Subject Classification

Other Assistants

BOLTON

BOLTON SCHOOL
(EMC) (HD.DAY SCHOOL)
CHARNOCK RICHARD
Required from September 1982, willing to assist with games (cricket and hockey an advantage). Appropriate College & Graduation qualifications essential; experience desirable but not necessary. The school has recently rebuilt its Design, Woodwork and Metalwork; Craft, Design & Technology is to experience and qualifications.
Please apply for further details to the Headmaster, Bolton School (EMC) Day School, Chorley New Road, Bolton BL1 4PA, with full curriculum vitae and names of referees. (36) 185624

GLOUCESTERSHIRE

BERROW WOOD SCHOOL
Tenbury, Stourport, Glos.
Full Day School - 11-16 years
Required for September a Temporary Teacher of PHYSICS for the Autumn Term 1983. Burnham scale according to qualifications and experience.
Please apply enclosing curriculum vitae and names and addresses of two referees to the Headmaster, Berrow Wood School for 72 senior maladjusted boys. Preference will be given to applicants offering Music, Craft or Drama, Sound discipline and satisfactory health record essential. Initially the post will be on a termly basis. Salary Burnham Scale 1 or 2 according to experience and qualifications. Special responsibility allowance plus obligatory Extra-curricular duties allowance for 12 hours per week.
Applications (no forms) to The Principal, Berrow Wood School, The Hall, Great Finborough, Stowmarket, Suffolk IP14 3EF. (40099) 185624

HULL

HULL HIGH SCHOOL FOR GIRLS
(Church Schools Co. Ltd.)
Tranby Croft, Anlaby, North Humberside
Required in September, a well qualified and experienced teacher to take charge of the recreation class of girls (11 - 16 years) in the preparatory department (age 4-10 school) (n.o.r. 500). Burnham Scale 1.
Applications should be made immediately in writing to the Headmistress, enclosing curriculum vitae and names of two referees. (61695) 185624

LANCASHIRE

UPHOLLAND COLLEGE
Skelmersdale, Lance, WN8 0PP
Required Sept. 1982, graduate to teach A' level an additional language with a preference for German. Ability to coach games essential. Appropriate College & Graduation qualifications essential; experience desirable but not necessary. The school has recently rebuilt its Design, Woodwork and Metalwork; Craft, Design & Technology is to 'A' level. Applications to the Headmaster, Upholland College, Skelmersdale, Lance, WN8 0PP. (40169) 184024

LANCASHIRE

Co-educational day/boarding school of 250 requires in September two teachers at 1st and 4th year juniors. The latter must have specialist leave and experience but will be appointed with 1½ experience.
Apply in writing with full particulars of qualifications and experience and two referees to Principal, Moorland School, Clayton-le-Moors, Accrington, Lancs. (39906) 185624

LINCOLNSHIRE

PRIORY COLLEGE
Stamford

Resident teachers required for September:

1) To teach Physics, Chemistry and Biology to O' level and possibly at least one of these Sciences to A level.

2) To teach Woodwork and Art/Craft or French to 'A' level and possibly to O level.

The teachers must be fully committed to life in a co-educational boarding school and be anxious to participate in out of school activities.

Salary will be Burnham Scale 1 or above according to qualifications and experience and board provided.

Apply by letter quoting two referees. (35834) 185624

LONDON

QUEEN'S COLLEGE
Harley Street, London
Graduate required in September to teach GEOGRAPHY and PHYSICAL EDUCATION. Please apply to the Principal, Queen's College, 43 Harley Street, London W1N 8AB. (39841) 185624

LONDON

KING ALFRED SCHOOL
North End Road, London, NW11 7HY.
Required in September, 1982, by this all-age co-educational day School:-
1. Full-time experienced Art teacher, with experience in design and fabric printing and General Art to join a team of artists.
2. An experienced, full-time remedial teacher. Suitable applicant could take responsibility for organisation of the department.
3. An experienced, part-time English teacher to 'O' level.
Please apply in writing to the Head, enclosing two stamped self-addressed envelopes, for application form. Burnham Scale and Outer London Allowance. (44284) 185624

LONDON

Part-time experienced tutors required in September, to prepare small groups of girls for 'O' levels in: Mathematics, English, Biology. Subsidiary subjects useful. Basic salary £250 per week (5 hrs. 40 mins). One tutor needed who would combine her subject with secretarial work.
Apply: The Principal, Miss Diana Wise Tutors, 92 Victoria Street, London SW1H 0SX. Tel. 01-222 7117 (Office hours) or 01-994 4019 (Evenings & Week-ends). (40413)

NORTH WALES

LINDISFARNE COLLEGE
Colwyn Bay, North Wales
Required in September Qualified TEACHER OF ENGLISH able to offer one other subject and work and pastoral school level: HISTORY or MODERN LANGUAGES preferred. The post is residential and has a successful future will have special status and responsibilities in a girls' boarding House.
Apply: Lindisfarne Scale which is related to Burnham. Generous remuneration Scheme.
Apply to the Headmaster, Lindisfarne College, Ruabon, Colwyn Bay, enclosing full curriculum vitae and names and addresses of three referees to whom reference may be made. (39150) 184024

SUFFOLK

TWO LOWER SCHOOL
Main subjects (a) Maths (b) History or Geography. Temporary or Latin. General subjects to 'O' level - ages mainly in 10 - 13 age range. Resident or non-resident. Inclusive salary for resident teaching school. Traditional classroom work.
Apply with full c.v. own telephone number and names of 2 professional referees to The Headmaster, Clare Priory School, The Hall, Gt. Finborough, Stowmarket, Suffolk IP14 3EF. (40099) 185624

SURREY

Required for September Teacher of General Subjects including Religious Studies and to help with boys games. Ability to play piano would be an asset.
Applications to Headmaster, Clark's Grammar School, 39 Fetcham Road, Leatherhead. (39953) 185624

WEST SUSSEX. Master/Mistresses/Matrons requiring Indep. Preparatory Schools should apply with s.a.e. envelope to Sec. Pool College, Marringdean Road, Billingshurst, W. Sussex. (36081) 185624

Preparatory Schools

By Subject Classification

Arts and Design

Other Assistants

SURREY

Required in September, a qualified and enthusiastic teacher for Art (including pottery) and Scripture. Ability to assist with football, rugger and cricket, and to take part in extra curricular activities essential. Salary Burnham Scale.
Apply with C.V. and the names of 2 referees to the Headmaster, Nower Lodge School, Coldharbour Lane, Dorking, Surrey. (36699) 201294

Classics

Other Assistants

ESSEX

Classics at guerre iuvenae ille arte docere. Haec proposita sequite pariese, pons morse.
Unconventional preparatory school required in September a good Honours classicist able to foster in boys a Root appreciation for Latin (and Greek) while nourishing them with a strong meat of grammar so that Common Entrance and Scholarship candidates may be able to give a vigorous account of themselves. Burnham Scale plus living allowance for accommodation for a bachelor). generous superannuation.
Please apply, naming referees, to the Headmaster, Holmwood House, Colchester. (36333) 201621

Geography

Other Assistants

SURREY

Required in September, a qualified and enthusiastic teacher for C.S.E. and P.S.S. level, and junior French (ages 9 - 13) to L.A.P.S. day Preparatory School. Ability to assist in running football, rugby, cricket, athletics and to take part in extra curricular activities essential. Salary Burnham Scale.
Apply with C.V. and the names of 2 referees to the Headmaster, Nower Lodge School, Coldharbour Lane, Dorking, Surrey. (36699) 201294

Humanities

Other Assistants

KENT

History and Geography teacher required September. Recently qualified considered. Accommodation for single person in the Headmaster's House. The Hill School, Westerham, Kent. Tel: Westerham 63381 (40010) 203284

Mathematics

Other Assistants

SURREY

Required for September Teacher of General Subjects including Religious Studies and to help with boys games. Ability to play piano would be an asset.
Applications to Headmaster, Clark's Grammar School, 39 Fetcham Road, Leatherhead. (39953) 185624

Modern Languages

Other Assistants

WARWICKSHIRE

ARNOLD LODGE PREPARATORY SCHOOL
Arnold Lodge Road,
Leamington Spa CV32 5TN

is seeking for September, 1983, a graduate, preferably qualified teacher of French to join a team of 4 teachers in a Prep. Department of this 200 mixed Prep. School. Experience of teaching French to Common Entrance level and to boys and girls would be an advantage. Salary Burnham Scale. Apply with full details of qualifications and experience to the Headmaster.

Physical Education

Other Assistants

DORSET FORRES

Swanage, Dorset.
Required for September 1983: Young, qualified teacher of P.E. to C.E.E. and P.S.S. levels. Games and drama as a decided advantage. Burnham Scale 1.
Please apply in writing to the Headmaster, giving names, addresses and telephone numbers of two referees. (39997) 184024

WEST SUSSEX

Required for September, a qualified teacher to take charge of a group of potential scholars. Ability to coach games essential. Salary Burnham Scale.
Apply in writing to the Headmaster, Nower Lodge School, Coldharbour Lane, Dorking, Surrey. (36699) 201294

Science

Other Assistants

ESSEX

Unconventional preparatory school required in September a good Honours classicist able to foster in boys a Root appreciation for Latin (and Greek) while nourishing them with a strong meat of grammar so that Common Entrance and Scholarship candidates may be able to give a vigorous account of themselves. Burnham Scale plus living allowance for accommodation for a bachelor). generous superannuation.
Please apply, naming referees, to the Headmaster, Holmwood House, Colchester. (36333) 201621

HAMPSHIRE

HORDLE HOUSE SCHOOL TRUST LTD
[APS.
Invites applications for a qualified Maths teacher from September to teach up to P3S standard.
Applications with c.v. and names of two referees to Headmaster Hordle House, Milford-on-Sea, Lymington, Hampshire SO4 0NY. (40189) 203494

SHEFFIELD

WESTBOURNE PREPARATORY SCHOOL
Sheffield S10 4GG
[A.P.S. 160 Boys
Required for September, qualified or graduate teacher to C.E. standard to teach to 'O' level. Opportunities for involvement in games/swimming and outdoor pursuits activities essential e.g. Scouts, Cubs, Duke of Edinburgh's Award. Non-resident. Burnham Scale. Government Superannuation.
Apply in writing with c.v. and names and addresses of two referees to the Headmaster. (39708) 203494

Other Assistants

BERKSHIRE

HAILEYBURY JUNIOR SCHOOL
[APS.
Required for September, 1983. Teacher responsible for: Science in a 8 - 11 age group; with some Geography and Maths. Non-resident.
Salary Full Burnham Scale. A commitment to coaching games essential, together with help in Chapel life, music, drama, swim and gym activities.
Please write to the Headmaster, The Hall, Haileybury, Hertford SG13 7NU, enclosing full curriculum vitae and names of two referees. (36685) 204824

WEST SUSSEX

GREAT BALLARD SCHOOL
Eartham, Chichester
[A.P.S., Day and Boarding.
Required for September, qualified teacher to take charge of the Science Block. The post is an important post for the right candidate. Also in charge of potential scholars.
Applications giving details of qualifications and experience and the names, addresses and telephone numbers of two referees should be sent to the Headmistress as soon as possible. (40086) 203624

GLOUCESTERSHIRE

DEAN CLOSE JUNIOR SCHOOL
Required for September 1982 in this co-educational preparatory school of 265 pupils of whom over half are day pupils, teacher of French up to 'O' level, including some experience/ability to coach Rugby/Cricket/Athletics and with the normal boarding duties at Assistant Housemaster level. Extra curricular activities essential.
Life in the school functions together with c.v. and names of two referees to The Headmaster, Dean Close Junior School, Shelburne, Hatherley Road, Cheltenham, Glos GL51 6QS. (39115) 203624

HERTFORDSHIRE

STORMONT
The Causeway, Potters Bar.
(APS. 150 day girls)
Required September, a qualified teacher to take charge of a group of 8 year olds. The successful candidate will ideally have had two years experience in teaching general subjects within this age range and will have a special interest in Music. Burnham Scale 3.
Apply with details of qualifications and experience together with the names of two referees, to the Headmistress. (61816) 203624

KENT

HOLMWOOD HOUSE SCHOOL
Langton Green, Tunbridge Wells, Kent

A qualified teacher for ages 7-8 years will be required in September 1983 in the pre-prep department of this 240 boarding and day school.

Apply Headmaster with curriculum vitae, telephone and addresses of two referees. (40037) 203624

LEEDS

LEEDS GIRLS' HIGH SCHOOL
(Grammar School Foundation)
Headingley, Leeds LS6 2BR
[SN.
Required for September, a Class Teacher for 7 - 11 year olds (Burnham Scale 1).
Applications giving details of qualifications and experience and the names, addresses and telephone numbers of two referees should be sent to the Headmistress as soon as possible. (40086) 203624

MANCHESTER

Part-time Teachers of English, History and Art required from September 1982 at the I.A.P.S. Preparatory School.
Further details from the Headmaster, Moor Allerton School, 121 Barlow Moor Road, Manchester 21 (01679) 203624

OXFORDSHIRE

ST HUGH'S PREPARATORY SCHOOL
Faringdon, Oxon
Additional qualified and experienced staff required for September, 1982.
(1) Nursery/Infant teacher or registered Nursery Nurse.
(2) Infant teacher for class of 7 year olds.
Apply with full CV to Headmaster, (Mr. Hugh's Preparatory), Manor, Faringdon. (39917) 203624

SHEFFIELD

BIRKDALE SCHOOL
4 Oakholme Road, Sheffield S10 3DH
Required for September 1982, a qualified full-time teacher (or two teachers part-time) to teach MATHEMATICS, TECHNICAL DRAWING and CRICKET (mainly soccer and cricket), to boys ages 11 - 18 years. Burnham Scale. Government superannuation.
Applications, in the form of a Curriculum Vitae supported by a letter stating date of application quoting at least two referees, should be sent as soon as possible to: The Headmaster, Birkdale School, 4 Oakholme Road, Sheffield S10 3DH. (39964) 203624

SURREY

NOWER LODGE SCHOOL
Dorking, Surrey
Enthusiastic, qualified teacher required in September. Ambitious, qualified teacher required in September to take charge of a group of potential scholars. Ability to coach games essential. Salary Burnham Scale.
Apply with C.V. and the names of 2 referees to the Headmaster, Nower Lodge School, Coldharbour Lane, Dorking, Surrey. (36699) 201294

Colleges of Further Education

Other Appointments

AVON COUNTY

EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal: F. J. Hawley, MSc.
Applications are invited for the post of: LECTURER GRADE II (PHYSICAL EDUCATION AND RECREATION)
Further details and application forms for the post, to be returned by 21st June 1982, may be obtained from the Personnel Officer, Bristol Polytechnic, Coldharbour Lane, Ashley Down, Bristol, BS7 9AY. (Please quote Reference No. 27). (40823) 220026

AVON

FILTON TECHNICAL COLLEGE
Filton, Bristol, BS12 7AT
Department of Mathematics, Physics and Engineering
LECTURER GRADE II or GRADE I in ELECTRONICS to join a team teaching full-time and part-time courses for BEC/TEC Diploma, HNC and HND courses in electronics, short courses for industry and commerce and for the Grade II and Grade I certificate courses in computing. Applicants should have experience of Social Studies.
LECTURER GRADE I in Human Growth and Studies to teach Human Biology to 'O' level and CSE to 'O' level, mainly to girls. Applicants should be graduates with at least CSE to 'O' level in Mathematics and Physics and preferably 'A' level in Biology up to at least CSE to 'O' level. Experience of teaching Human Biology to 'O' level is desirable.
Application forms and further details may be obtained from the Personnel Officer, Filton College, Bristol BS12 7AT. (Tel. 0272-693231 Ext. 276). Closing date 15 June 1982. Interviews will be held on 5 July 1982.

BARKING

BARKING COLLEGE OF TECHNOLOGY
DEPARTMENT OF HUMANITIES
LECTURER IN INDUSTRIAL LANGUAGE TRAINING
Ref. No. A/20/82
£5,877 p.a. inclusive
Applications are invited for the above post on A.P.L.T. scales 1 - 3 (£5,877 - £7,191 inclusive) according to qualifications and experience.
Applications are invited for the above post on A.P.L.T. scales 1 - 3 (£5,877 - £7,191 inclusive) according to qualifications and experience.
The post is a temporary one for a period of 2 years from September 1982 with possibility of renewal.
Applicants

METROPOLITAN BOROUGH OF SANDWELL

WARLEY COLLEGE OF TECHNOLOGY

Principal: J. W. Longden, M.Sc., C.Eng., M.I.Mech.E., M.B.I.M.

APPLICATIONS ARE INVITED from suitably qualified and experienced persons for the following posts, to commence 1st September, 1982, or as soon as possible thereafter:

1. **PRINCIPAL LECTURER/DEPUTY HEAD OF CONSTRUCTION TECHNOLOGY DEPARTMENT Post No. A/60/82/CT**

In addition to professional and craft building studies, the work of the department also includes fabrication, vehicle body construction , and allied skills.

2. **SENIOR LECTURER/SECTION LEADER SECRETARIAL AND OFFICE STUDIES Post No. A/57/82/BSM**

To be responsible for the development, management and administration of the Section.

3. **LECTURER GRADE I PHYSICS AND MATHEMATICS Post No A/52/82/CCAS**

To teach up to Higher Technician Certificate.

4. **LECTURER GRADE I COMPUTING AND MATHEMATICS Post No A/63/82/CCAS**

To teach up to Higher National Certificate.

5. **LECTURER GRADE I FRENCH Post No A/56/82/GE**

To teach French up to the Institute of Linguists Intermediate Level. A knowledge of industrial and commercial French would be an advantage as would the ability to offer another language to a high level.

6. **LECTURER GRADE I SECRETARIAL STUDIES AND OFFICE PRACTICE Post No A/59/82/BSM**

To teach shorthand, typewriting and office duties.

*7. **LECTURER GRADE I PLUMBING Post No A/61/82/CT**

To teach plumbing theory and practice to CGLI Advanced.

*8. **LECTURER GRADE I CARPENTRY AND JOINERY Post No A/62/82/CT**

To teach theory and practice to CGLI Advanced.

*For POSTS (7) and (8) applications can only be considered from those who are:

(a) registered unemployed persons;
(b) persons completing a Training Opportunities Scheme (TOPS) course;
(c) persons completing an Employment Rehabilitation course;
(d) persons under notice of redundancy (which has been notified to the Department of Employment where appropriate);
(e) persons engaged on a scheme provided under the Community Enterprise Programme, Youth Opportunities Programme, or in Community Industry.
(f) persons leaving College.

APPLICATIONS ARE ALSO INVITED FOR THE FOLLOWING TEMPORARY ONE-YEAR FULL-TIME POSTS to commence 1st September, 1982, and terminate at 31st August, 1983.

9. **TEMPORARY LECTURER GRADE I ENGLISH LANGUAGE AND LITERATURE Post No A/65/82/GE**

This is a one-year appointment to cover for a member of staff on sabbatical secondment. Applicants should be graduate in English and qualified teachers, with an ability to teach English Literature and Language to GCE 'A' level with Communications to craft and technician students, if required.

10. **TEMPORARY LECTURER GRADE I COMPUTING AND MATHEMATICS Post No A/64/82/CCAS**

This is a one-year appointment to cover for a member of staff on sabbatical secondment. The lecturer appointed will have suitable qualifications in Computing and Mathematics and/or experience in commerce or industry.

SALARY SCALES:

Lecturers Grade I	£5,355 to £9,267 pa in 15 increments.
Lecturers II	£6,855 to £11,022 pa in 10 increments.
Senior Lecturers	£10,173 to £11,964 pa in 4 increments. x Bar, x £12,618 pa in 2 increments.
Principal Lecturers	£11,931 to £13,290 pa in 3 increments. x Bar x £15,015 pa in 4 increments.

Salary scales still to be ratified.

An Equal Opportunity Employer. Canvassing of members of the Authority will disqualify.

PLEASE TELEPHONE OR WRITE for an application form and further particulars quoting post No. to:
The Principal, WARLEY COLLEGE OF TECHNOLOGY, Crocketts Lane, Smethwick, Warley, West Midlands B66 3BU. Tel. 021-558 4121, ext. 5.

CLOSING DATE FOR ALL APPLICATIONS: *1st post MONDAY, 21st JUNE, 1982.*

Metropolitan Borough of

WIRRAL

WIRRAL METROPOLITAN COLLEGE

Required as soon as possible

LECTURER II	– Nursery Nursing and related courses
LECTURER I	– Applied Science
LECTURER I	– Human Biology and General Science
LECTURER I	– Graphic Design
LECTURER I	– Tutor Librarian (2 posts)

Salary – LII – £6,855–£11,022
LI – £5,355–£9,267

Applications forms to be returned by 23rd June, 1982 from:
The Head of Resources
WIRRAL METROPOLITAN COLLEGE
Withens Lane
Wallasey, Merseyside

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
WAKEFIELD DISTRICT COLLEGE

Applications are invited for the following posts to commence in September 1982.

LECTURERS 1

(£5,034–£8,658) in

History (16th & 20th Century British and European) French (with subsidiary languages if possible) Psychology.

Enquiries and application form can be received by telephoning Wakefield 370211, Ext. 8059, or writing to Education Department (Further Education), 8 Bond Street, Wakefield. Completed application forms should be returned by Friday 18th June, 1982.

Enquiries are invited for LECTURERS 1 (1 year contract – renewable) to teach students on N.T.I., Youth Training Scheme courses in the following areas: Catering, Computing, Life and Social Skills.

Letter of interest containing details of qualifications and experience should be sent to: Vice-Principal, E. F. Kirby, Wakefield District College, Margaret Street, Wakefield WF1 2DH by Friday 18th June, 1982.

London Borough of Sutton
Education Department
ORCHARD HILL ACTIVITIES CENTRE
Queen Mary's Hospital for Children
Carshalton, Surrey

Required 1st January 1983 or sooner if possible, experienced and qualified teachers of the severely mentally handicapped.

Lecturer Grade II

(£6,462 to £10,431 + £498 London Allowance)

Lecturer Grade I

(£5,034 to £8,658 + £498 London Allowance)

The successful candidates will work with a multi-disciplinary team in a new purpose-built activities centre for severely mentally handicapped young adults aged 19 years and above.
Closing date for completed applications: 28th June 1982.
Application forms and further details available from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.
Tel: 01-661 5741 (24-hour telephone answering service).

COLLEGES OF F EDUC
continued

CALERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 1UJ
Tel: Halifax 56621
The following staff are required from the 1st September, 1982:
DEPARTMENT OF HUMANITIES
LECTURER I to assist in the teaching of Social Work Courses, mainly the full-time PCSC course. Applicants should preferably be graduates and have professional qualifications in social administration and social work.
DEPARTMENT OF MATHEMATICS AND SCIENCE
LECTURER I IN COMPUTING. Applicants should preferably have some computing experience in industry or commerce and have suitable qualifications. A teaching qualification would be an advantage.
LECTURER I IN ELECTRONICS/MATHEMATICS. Applicants should have some experience in industry or in an electronics firm. In the degree or equivalent in the subject, a teaching qualification would be an advantage.
DEPARTMENT OF CATERING, HOTEL AND CATERING & NURSERY STUDIES
LECTURER IN FOOD AND DRINKS SERVICE. To teach T.C., Diploma, G.C.L.I., M.S.C. and short courses. Wide industrial experience is essential with the ability to cater for Alcoholic Beverages, Front Office Operations or Food and Beverage Control. Applicants should be qualified to Higher Diploma or MHCIMA. A teaching qualification is desirable.
DEPARTMENT OF BUSINESS STUDIES
LECTURER IN BUSINESS STUDIES and/or OFFICE STUDIES to accept part responsibility for an H.N.D. course commencing in September. This post is for someone who while teaching on this strongly numerate Higher Level Skills Course will be prepared to liaise with employers and to supervise students on work placement.
LECTURER I IN BUSINESS STUDIES. This post arises from the increase in BEC General classes resulting from the development of links with Schools in Calderdale. The person appointed should be prepared to offer two of the relevant subject areas.
LECTURER I IN BUSINESS STUDIES (one year, temporary). The post is to commence to teach one or more Business Studies subjects primarily with BEC National students. There is no preference for subject areas but an ability and willingness to offer Business Law would be a distinct advantage.
DEPARTMENT OF BUILDING
LECTURER GRADE I to teach Building Skills courses for unemployed/pre-employed young people. The course will be centred in self-contained, multi-skilled workshops. The person required will be from some branch of engineering trades, with the normal qualifications. An interest and experience in motor engineering will be an advantage. Teaching qualifications or experience is desirable.
CITY AND GUILDS FOUNDATION COURSES
3 posts of LECTURER I for the above courses. Most of the teaching will be in the area of Core Studies (Social and Life Skills), but it is intended that one of the lecturers appointed will be qualified and able to contribute to the practical side and one to the teaching of the Transition courses (ESB(M) students).
Salary Burnham F.E. scale.
Application forms and further details are available from the Principal at the Colleges. All requests must be accompanied by a sae and a further sae must be included when submitting an application if an acknowledgement of receipt of application forms is required. The closing date for applications is 10 days from the appearance of this advertisement. Applicants who have not received communication from the College within a month from the closing date can assume that the vacancy has been filled. (61877) 220026

CORNWALL EDUCATION COMMITTEE
Cornwall Technical College, Redruth
PRINCIPAL: L. P. S. PIPER
Applications are invited for the following posts at

Lecturer Grade I

To take up duties on 1st September, 1982.

1. **Biology**
A qualified Honours graduate to teach Biology up to and including GCE 'A' level is required. Some general Science teaching may also be required.

2. **Computer Studies**
Candidates should possess a good degree and have experience of programming and data processing in a commercial or industrial environment.

3. **Construction Technology**
To teach General Building Studies to TEC Diploma, Certificate and Higher Certificate courses.

4. **Economics and Industrial Studies**
A graduate to teach Industrial Studies and Economics at GCE 'A' level. An appropriate Honours Degree together with industrial experience is preferred.
The person appointed will be expected to promote Industrial Studies at this level and at a later stage participate in the development of Business Studies at 'A' level (AEB syllabus).

5. **English**
A qualified Honours graduate in English is required to teach the subject up to and including 'A' level together with some servicing work in communications.

6. **Electrical/Electronic Engineering**
Candidates with a general basic knowledge of Electrical and Electronic Engineering are required with a bias towards Telephony and Transmissions Systems.

7. **General Engineering Craft Studies**
To teach elementary Mathematics, Science and Engineering Craft Studies.

8. **Sociology**
A well-qualified Honours graduate to teach Sociology up to and including GCE 'A' level is required. An ability to teach Social Administration at 'A' level would be a strong advantage.

9. **Accountancy**
Candidates should have a recognised accountancy qualification. Teaching will cover a wide range of full-time and part-time Business and Management courses at various levels.

10. **Commercial Subjects**
Candidates must possess proved ability to teach T-line shorthand and one or more other subjects from Business Calculations, Business Communications, Office Practice, Typewriting.

Salary Scale: LECTURER Grade 1: £5,034 – £8,658 (under review)

APPLICATION FORMS MAY BE OBTAINED FROM THE PRINCIPAL TO WHOM COMPLETED FORMS SHOULD BE RETURNED WITHIN TWO WEEKS OF THE APPEARANCE OF THIS ADVERTISEMENT. *SAE PLEASE.*

Cornwall

COLLEGES OF F EDUC
continued

BERKSHIRE
HORLEY COLLEGE OF FURTHER EDUCATION
Applications are invited for the following posts available from 1st September 1982: applicants should have appropriate qualifications and experience.
LECTURER II IN ELECTRONICS
LECTURER I IN ENGINEERING
LECTURER I IN PLUMBING
LECTURER I IN CHEMISTRY
LECTURER I IN NUMERACY
LECTURER I IN BRICKWORK
Salary: £6,855 (under review): LECTURER II : £6675–£10644
LECTURER I : £5247–£8911
Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Please enclose a foolscap stamped, addressed envelope. Closing date 14th June, 1982. (3568) 220026

CHESHIRE
EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
Kingsway, Widnes, Cheshire, WA8 7QQ
DEPARTMENT OF BUSINESS AND GENERAL EDUCATION
Required for 1st September, 1982:
LECTURER I IN BUSINESS EDUCATION (Public Administration and Social Studies)
LECTURER I IN ELECTRONICS
Ability to offer industrial Measurement and Control on advantage.
Further details and application forms (SAE please) available from The Principal, to whom completed applications should be returned no later than 21st June, 1982. (3580/4) 220026

DEVON
EAST DEVON COLLEGE OF FURTHER EDUCATION
Principal: C.H. Dixon, B.Sc. (Econ.), F.R.S.A., M.B.I.M.
LECTURING APPOINTMENTS (TEMPORARY)
Applications are invited from suitably qualified and experienced candidates for a additional temporary one year full-time posts for the 1982/83 Academic Year commencing in September.
Applicants should be able to make a contribution to the teaching of one or more of the following:
Lecturer Modern Languages relating to Business P.E. and Outdoor Pursuits, Life and Social Skills, Basic Numeracy Skills, English and Communication Skills, Retail and Distributive Studies, Numerical Management, Tourism and Travel Studies, Business Organisation and Economics, Motor Cycle Engineering, Agriculture, Engineering, Computer/Electronics, Photographic Illustration, Drama Studies, Lecturer in Catering.
Salary Scales: Lecturer Grade I, £5,034 to £8,658. Lecturer Grade II £6,462 to £10,431 plus Inner London Allowance.
Further particulars and application forms from: The Principal at the Colleges. All requests must be accompanied by a sae and a further sae must be included when submitting an application if an acknowledgement of receipt of application forms is required. The closing date for applications is 10 days from the appearance of this advertisement. Applicants who have not received communication from the College within a month from the closing date can assume that the vacancy has been filled. (61877) 220026

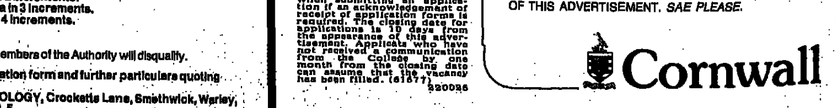
CHESHIRE
EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
Kingsway, Widnes, Cheshire, WA8 7QQ
DEPARTMENT OF BUSINESS AND GENERAL EDUCATION
Required for 1st September, 1982:
LECTURER I IN BUSINESS EDUCATION (Public Administration and Social Studies)
LECTURER I IN ELECTRONICS
Ability to offer industrial Measurement and Control on advantage.
Further details and application forms (SAE please) available from The Principal, to whom completed applications should be returned no later than 21st June, 1982. (3580/4) 220026

DEVON
EAST DEVON COLLEGE OF FURTHER EDUCATION
Principal: C.H. Dixon, B.Sc. (Econ.), F.R.S.A., M.B.I.M.
LECTURING APPOINTMENTS (TEMPORARY)
Applications are invited from suitably qualified and experienced candidates for a additional temporary one year full-time posts for the 1982/83 Academic Year commencing in September.
Applicants should be able to make a contribution to the teaching of one or more of the following:
Lecturer Modern Languages relating to Business P.E. and Outdoor Pursuits, Life and Social Skills, Basic Numeracy Skills, English and Communication Skills, Retail and Distributive Studies, Numerical Management, Tourism and Travel Studies, Business Organisation and Economics, Motor Cycle Engineering, Agriculture, Engineering, Computer/Electronics, Photographic Illustration, Drama Studies, Lecturer in Catering.
Salary Scales: Lecturer Grade I, £5,034 to £8,658. Lecturer Grade II £6,462 to £10,431 plus Inner London Allowance.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Please enclose a foolscap stamped, addressed envelope. Closing date 14th June, 1982. (3568) 220026

DUDLEY
METROPOLITAN BOROUGH OF DUDLEY
STOURBRIDGE COLLEGE OF TECHNOLOGY & ART
Faculty of Art and Design
PART-TIME LECTURERS
– Department of Fine Art – to teach B.A. Fine Art.
POST A – A Painter 10 hours weekly, Category II
POST B – A Sculptor 10 hours weekly, Category II
Department of Foundation & Design Studies – to teach BTEC and Foundation Art.
POST C – A Graphic Designer 10 hours weekly, Category IV
POST D – A General Textiles with Fashion Lecturer 10 hours weekly, Category IV
Application form/details from Principal's Secretary (Ref. SCTA/PS), Stourbridge College of Technology & Art, Corser Street, Stourbridge, West Midlands, please, send foolscap SAE. (4053/) 220026

DURHAM
COUNTY COUNCIL
PETERLEE TECHNICAL COLLEGE
TEMPORARY LECTURER I IN COMMUNITY CARE SKILLS
Required to take part in an M.S.C. funded course involving the co-operation of a programme of community service and the use of practical work to develop the basic appreciations of the skills and activities involved in a wide range of caring occupations. Teaching certificate and/or relevant experience required.
Previous applicants will be re-considered.
Application forms and further details available from the Principal, Peterlee Technical College, Peterlee, Co. Durham SR8 2NU. Closing date 24th June, 1982. (61062) 220026

LEICESTERSHIRE
MELTON MOWBRAY
COLLEGE OF FURTHER EDUCATION
Asfordby Road, Melton Mowbray, Leicestershire LE13 0HJ
DEPARTMENT OF BUSINESS AND MANAGEMENT
LECTURER I
TEMPORARY LECTURER I required to teach mainly BEC subjects to Certificate/Diploma and A level courses. Knowledge of Banking would be an advantage. Commencing date of appointment 1st September 1982.
Application forms and further details available from the Principal on receipt of S.A.E. within 14 days of the appearance of this advertisement. (4024/8) 220026



BRIDGWATER COLLEGE, BRIDGWATER

Lecturer I – COMMERCIAL STUDIES (3 POSTS)

Lecturer I – NNEB

Lecturer I – CARPENTRY AND JOINERY

These posts have become available from 1st September, 1982, for teaching on Vocational Preparation/Foundation, TEC, MSC sponsored and other College courses within the areas indicated above.
Applicants should hold appropriate professional qualification and preferably have teaching experience and/or be teacher-trained and be prepared to operate on a flexible College year.
Salary: Lecturer Grade I £5,034–£8,658 pa (pay award pending).
Application forms and details (SAE) from the Principal, Bridgwater College, Bath Road, Bridgwater TA6 4PZ.
Closing date: 11th June, 1982.
No advertisements – previous applicants need not reapply.

ESSEX
LOUGHTON COLLEGE OF FURTHER EDUCATION
Applications are invited for the following post, duties to commence 1st September 1982:
DEPARTMENT OF ENGINEERING AND SCIENCE
ENGINEER GRADE I in WELDING AND FABRICATION. Required to teach welding and fabrication skills and technology. The ability to offer other practical subjects would be an advantage. Applicants should have suitable qualifications and appropriate industrial experience.
Salary: £6,441 – £8,871 plus recent increases.
Further particulars and application form available from the Principal to whom applications should be returned within fourteen days of the appearance of this advertisement.
Loughton College of Further Education, Borders Lane, Loughton, Essex IG10 3AN. Tel: 01-508-8511. (3962) 220026

GWENT
HILL RESIDENTIAL COLLEGE
Abergavenny
STAFF TUTOR ORGANISER required. This is a temporary appointment for one year in the first instance at this short term residential college. To initiate and organise as well as teach a wide range of Welsh Language Courses and background studies (Welsh History and Economic development) in the college and various centres in Gwent. A mature person is sought who would be prepared to adopt an innovative approach to the Welsh language and related subjects and will work in close association with a number of part-time tutors.
Applicants must possess a degree or equivalent, teaching certificate and preferably teaching/lecturing experience would be an added advantage. Salary paid in accordance with Lecturer II (£6855 – £11,022) and the post is non-resident. (4203/1) 220026

DEVON
Please see displayed advertisement on page 59 (4019) 220026

HAMPSHIRE
FARNBOROUGH COLLEGE OF TECHNOLOGY
LECTURER GRADE I IN BUSINESS STUDIES
to teach in B.E.C.C. courses. Preference will be given to those offering Behavioural and Communication Studies.
REF: S2/18/C54
LECTURER GRADE I IN MECHANICAL AND PRODUCTION ENGINEERING
to teach both Craft and Technical students. Knowledge of microprocessor applications would be an advantage.
Further particulars from: The Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hants., GU14 6SB.
S.A.E. please
Closing date: 18th July, 1982. (4050) 220026

HARROW
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
Lowlands Road, Harrow, Middlesex HA1 3AQ
required with effect 1.9.82, or as soon as possible thereafter:
LECTURER to teach MATHEMATICS and related subjects at levels from basic numeracy to GCE A level. The mathematics section services a wide range of courses including GCE O and A levels, BEC/TEC HNC/D and various Foundation Courses. The ability to teach computer studies on vocational computing courses would be an advantage.
Salary as per PE Burnham Committee Scale for a lecturer I 26034 – £8658 per annum plus London Allowance £498 per annum.
Further details and application forms obtainable from the Principal's Secretary (01-427-4393 (01)) to whom they should be returned by first post 15th June, 1982. (4058/9) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORDSHIRE TECHNICAL COLLEGE
Folly Lane, Hereford, HR1 1LS
LECTURER I IN CATERING/CATERY
Applications are invited for the above-named post which involves planning responsibilities in relation to the College Refectory in addition to teaching duties in the Department of Catering and Institutional Management. The post is available from 1st September, 1982. Further details may be obtained from the Principal, Herefordshire Technical College.
Applications should be submitted within 14 days of the appearance of this advertisement. (4047/7)

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD COLLEGE
Watford Road, Wiggenhall, St. Albans, Herts.
NURSERY NURSING
LECTURER I (Child Development) required to take up an appointment as course tutor to the Nursery Nursing Course. Applicants should be qualified teachers with a specialist knowledge of Child Development and Nursery Education, preferably with experience of working with children under five years of age.
Further particulars of the post and application forms may be obtained from the Principal, Watford College, Watford, to whom applications should be returned within 14 days of the appearance of this advertisement. (61870)

HILLINGDON
LONDON BOROUGH OF HILLINGDON
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex
Applications are invited for the following post with effect from the 1st September, 1982: SCIENCE & GENERAL STUDIES DEPARTMENT
LECTURER (Grade II) in MATHEMATICS and STATISTICS, to teach these subjects to GCE Ordinary and Advanced levels, and the mathematical content of other courses within the College.
Salary Scale: Lecturer Grade II £5034 to £8658 plus Outer London Allowance.
Application forms and further particulars from the Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex, returnable within fourteen days of the appearance of this advertisement. (3988/7) 220026

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
LONDON BOROUGH OF HOUNSLOW DEPARTMENT OF APPLIED COMMUNITY STUDIES
Lecturer I in Health Studies required to teach on Nursery Nursing and Community Care Courses. Applicants should hold nursing and first aid qualifications.
Lecturer I in Computing required from 1st September, 1982 to teach on data processing and business numeracy to BEC National and General levels.
Further particulars and application form from The Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS or telephone 01-560 2192 ext. 229. Closing date 10 days from appearance of advertisement. (4056/8) 220026

LEICESTERSHIRE
CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester LE1 3WA
LECTURER GRADE I – COMMUNITY CARE – required to teach to courses for 1982 to teach work with the severely handicapped students in the 16-19 age range, and to courses in other courses under the Youth Training Scheme involving caring services.
Application forms and further details available on request S.A.E. please) from the Principal returnable within 10 days of appearance of this advertisement. (4023/6) 220026

LIVERPOOL
LECTURER I CRAFT
Central Liverpool College of Further Education, Clarence Street, Liverpool
Required for September to teach brickwork to City & Guilds Craft & Advanced level and, on vocational preparation courses.
Forms available from (SAE) and returnable to the Principal by 18th June.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (4037/7) 220026

LIVERPOOL
LECTURER II/SENIOR LECTURER I ELECTRONICS
Liverpool Polytechnic Rodney House, 70 Mount Pleasant, Liverpool L3 5UX
Required in the Department of Electrical & Electronic Engineering to contribute primarily to the teaching of digital electronics and micro-processor courses and to specialist courses and to provide for the honours degree or higher degree related to this above field.
Forms available from (SAE) and returnable to the Personnel Officer, Liverpool Polytechnic at the address ref LV/3/83 by 18th June.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (4037/8) 220026

LIVERPOOL
LECTURER I GENERAL & COMMUNICATION STUDIES
£5034 – £8658
Old Swan Technical College
Broad Green Road, Liverpool L13 8AD.
Required for September. Should have a good honours degree and appropriate educational/industrial/commercial background with a Social Science background.
The College encourages a trained centred approach to all its teaching, since this encourages students to develop their interpersonal skills and relationships. The successful candidate must be able to show that they could welcome the challenge and involvement such an approach demands.
Forms available from (SAE) and returnable to the Principal by 18th June.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (4035/8) 220026

LONDON
LECTURING FOR GOOD MONEY see Educational Courses. (61812) 220026

LONDON BOROUGH OF NEWHAM
EASTHAM COLLEGE OF TECHNOLOGY
High St. South, London, E6 4ER
Principal: K. R. Bishop, B.Sc. (Econ.), FRSA
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
LECTURER I IN ELECTRONICS/ELECTRICAL ENGINEERING.
Required to teach in one of the following areas: Electronics and Microprocessors, Electrical Power and Machines, Radio and T.V.
Appropriate Industrial experience with a keen interest in development of practical and project work will be an advantage.
Minimum qualification is a City and Guilds Full Technological Certificate or equivalent.
Salary (under review) £5,034 – £8,658 plus £498 p.a. London Allowance.
Application forms and further details may be obtained by writing to the Vice-Principal at the above address enclosing a self-addressed envelope. Completed forms should be returned within 14 days of the appearance of this advertisement. (4040/8) 220026

NORTH WALES
LLANDRILLO TECHNICAL COLLEGE
Colwyn Bay, North Wales
DEPARTMENT OF HOTEL KEEPING AND CATERING
LECTURER I IN HOTEL RECEPTION. Required from 1st September, 1982 to teach all aspects of Reception subjects to the standard of City & Guilds No. 709 Hotel Reception.
Relevant first class experience to a Senior Room Clerk in Hotels is essential. Applicants should be recognised Qualified Teachers (or equivalent). Teaching experience would be an advantage.
Salary Lecturer I £5034 – £8658 (under review).
Further particulars and application form may be obtained from the Senior Administrative Officer, Llandrillo Technical College, Rhos on Sea, Colwyn Bay, Clwyd, LL28 4HZ. (3950/) 220026

WILTSHIRE
One more teacher required from September to complete team running a small residential B.E.C. course for B-D full-time students. This vacancy is for a teacher experienced in the preparation for the language programme to the level of the whole social education curriculum. Some sleeping in duties are required. Scale I. Please write with c.v. and full information about skills, leisure interests and experience, and include the names and addresses of two referees to the Principal, Wagtail House Education Centre, Canon Square, Melksham, Wiltshire. Car essential. Earlier applicants welcome to re-apply. (4048/8) 220026

NORTHAMPTONSHIRE
WELLINGBOROUGH TECHNICAL COLLEGE
Required for 1st September, 1982:
LECTURER I IN SOCIAL STUDIES
Required to teach Electronics, Communications, Principles of Technology and Practice to technician and craft apprentices on TEC and City and Guilds courses.
Application for the above post should have suitable experience and the relevant qualifications.
LECTURER I IN BUSINESS STUDIES
Required to teach in one or more of the following subjects on BEC General & National, to teach Electronics, sponsored courses: Business Law, Economics, Organisation and its Environment; Administration; Numeracy and Accounting; Computer applications.
LECTURER I IN ELECTRONICS AND COMMUNICATIONS ENGINEERING
(One year appointment)
Required to teach Electronics, Communications, Principles of Technology and Practice to technician and craft apprentices on TEC and City and Guilds courses.
Application for the above post should have suitable experience and the relevant qualifications.
Salary £5,034 – £8,658 (under review).
Further particulars, forms and application from: The Principal, Wellingborough College, Church Street, Wellingborough, Northants. Tel: 0933-229 165. (3633/8) 220026

SHROPSHIRE
EDUCATION COMMITTEE
OSWESTRY COLLEGE
Upper Brook, Oswestry SY11 2SA
September 1982.
LECTURER (II)
CATERING POST
(Grade dependant on experience)
Applicants should possess suitable academic qualifications, industrial and/or teaching experience.
Application forms and further details (s.a.e.) from the Principal.
Closing date: 18th June 1982. (4026/7) 220026

SHROPSHIRE
WALKER TECHNICAL COLLEGE
Haybridge Road, Wellington, Telford, Shropshire
Required for September.
1. LECTURER I to teach Electrical/Electronic subjects in City and Guilds and TEC courses. Applicants must have appropriate academic qualifications and industrial experience.
2. LECTURER I in Computer Studies/Data Processing.
Salary Lecturer Grade I £5034 – £8658 (under review). Starting point and salary to be negotiated according to qualifications and relevant experience.
Application forms and further details (s.a.e.) from the Principal upon receipt of s.a.e. (4046/8) 220026

Surrey Education Committee
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey.
DEPARTMENT OF COMMERCIAL AND SECRETARIAL STUDIES

Lecturer II – Business Studies

Experienced teacher to be responsible for BEC National Diploma Course and to teach range of subjects in Business Studies. Preferably teacher trained; appropriate academic and/or professional qualifications required.

Lecturer I – Secretarial Subjects

To teach range of subjects including typing, shorthand, office practice and secretarial duties. Appropriate experience/qualifications.

DEPARTMENT OF FOOD AND HEALTH STUDIES

Lecturer I – Bakery Subjects

To teach C&G 120 practical and theory and C&G 121 Cake Design and Decoration to full/part-time students. Relevant experience and qualifications required.

DEPARTMENT OF TECHNOLOGY

Lecturer I – Computing

To teach BEC/TEC, GCE 'A' level and similar courses. Appropriate qualifications and experience to teach DP and Cobol required.

DEPARTMENT OF GENERAL EDUCATION AND SCIENCE

Lecturers I – Physics

To teach GCE 'A' and 'O' Physics and one other GCE subject. Teacher trained graduate preferred.

ENGLISH AND COMMUNICATION STUDIES DEPARTMENT

Lecturers I – NTI – 1 year Temporary

One post for MSC Courses in "Personal Skills"/"Social and Life Skills".
One post for MSC "General Maintenance Skills".
Both involve "Extended College Year" commitment.
Appropriate experience/qualifications required.
Salary Scales: Lecturer II: £6,462–£10,431 pa (under review); Lecturer I: £5,034–£8,658 pa plus £213 per annum London Fringe Area Allowance
Commencing salary dependent upon qualifications and experience.
Generous relocation expenses in approved cases (except for temporary posts).
Further details and application forms from the Principal to be returned by MONDAY, 14th JUNE, 1982.

COLLEGES OF FURTHER EDUCATION
continued

OXFORDSHIRE

COUNTY COUNCIL
NORTH OXFORDSHIRE TECHNICAL COLLEGE
Borrowell Lane, Banbury
Required for September, 1982 (or one year, as a result of training courses for the Commission, temporary full-time lecturers Grade 1 for: 1) Bricklaying. 2) Carpentry and Joinery. 3) Mechanical Workshop.

For these posts, applicants should be HNC in appropriate City and Guilds Certificate together with industrial experience.

4) Business skills to teach Typewriting, Office Machinery and Office Practice to RSA/LCC General and RSA Stage I standard. Applicants need teacher training, skill qualifications and up to date knowledge of office conditions.

5) A Lecturer II to act as Head of Department of Education ESN (M) unit to have responsibility for day to day operations and to be in charge of small team.

Further details and application forms (SAE please) available from the Principal (61895) 260026

NOTTINGHAMSHIRE
COUNTY COUNCIL

ARNOLD AND CARLTON COLLEGES OF FURTHER EDUCATION

LECTURER
Grade I £5084-£6638
(Pay award pending)

PHYSICS

Required for 1st September, 1982, or as soon as possible thereafter in the Department of General Studies to teach to GCE 'A' standard. Ability to offer a scientific or mathematical subsidiary subject will be useful.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are available from the Principal of Arnold and Carlton Colleges, Digby Hodgkinson, Nottingham NG5 1PB, or Nottingham (0602) 613505. Closing date 16th June, 1982.

WEST BRIDGFORD
COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £5084-£6638
(Pay award pending)

DATA PROCESSING/ INFORMATION PROCESSING

Required for September 1982, or as soon as possible thereafter to teach to a wide range of courses, which will include full-time and part-time City and Guilds, BEC and National courses, Secretarial courses and short courses in the College. Experience of Word Processing and computerised accounting systems would be an advantage.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are available from the Principal of Regston College, High Road, Regston, Nottingham NG6 4AH. Tel: Nottingham (0602) 233252. Closing date 21st June, 1982. (61583) 260056

SEFTON

METROPOLITAN BOROUGH OF SEFTON
HUGH BAIRD COLLEGE OF FURTHER EDUCATION
TEMPORARY ONE YEAR FULL-TIME LECTURER I
COMPUTER STUDIES

Applications invited for above post commencing 1st September. Applicants should have appropriate, and preferably professional qualifications and preferably commercial experience in computers.

Application forms and further details (stamped addressed envelope) available from: Principal, Hugh Baird College of Further Education, Balliol road, Bootle, Merseyside, L20 7EW, to whom they should be returned by 18th June 1982. (61855) 260056

WILTSHIRE

TROWBRIDGE TECHNICAL COLLEGE
Required for 1st September, or as soon as possible thereafter:

LECTURER GRADE I - HAIRDRESSING/BEAUTY

To teach Hairdressing and Beauty Therapy to City and Guilds Specialist Diplomas and Courses.

Further details and application forms obtainable from the Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire, BA14 0ES. Tel: Trowbridge 65441. (36055) 260056

SOMERSET

FROME COLLEGE
Frome
(F.E. College combined with 13-18 mixed comprehensive on seperate sites)

For September, 1982. LECTURER to take charge of a 48 week course in BUILDING AND CONSTRUCTION SKILLS. Practical and/or industrial experience in one building trade is essential and a willingness to be involved with and committed to the total educational activity of the College is essential.

Application form and details, endorsing envelope with post name to the Principal, Bath Road, Frome, enclosing SAE for details.

Closing date: 23rd June, 1982. (36366) 260026

SOMERSET

YEOVIL COLLEGE
Yeovil

For September, 1982. LECTURER I in SHEET METAL WORK. Training as a teacher is preferred but not essential. Salary within the range £5084-£6638 (pay increase expected) according to qualifications and experience.

Application form and further details from the Director of Resources, Yeovil College, Chesterton Road, Yeovil, Somerset BA20 2EB (Tel: 0935 26981).

Re-advertisement - previous applicants need not re-apply. (62011) 260056

SUNDERLAND

BOROUGH OF SUNDERLAND
HOUSING DEVELOPMENT DEPARTMENT
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FOOD, HEALTH & CREATIVE STUDIES
LECTURER I
Applications are invited from suitably qualified persons for the post of LECTURER GRADE I in FASHION, NEEDLEWORK and RELATED STUDIES to teach students on a variety of full-time and part-time courses including YOP courses.

Qualified teacher status and relevant trade experience desirable.

Salary Scale: £5084 - £6638 p.a.

Duties to commence: 1st September, 1982.

Application forms and further details available upon receipt of a stamped addressed envelope, from the Secretary, Monkwearmouth College of Further Education, Ryhope Street, Sunderland SR4 7EE.

Closing date for applications: 21st June, 1982. (40055) 260056

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
NORTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Talbot Road, Stretford, Manchester M32 0XH

Deputy Grade I in Mechanical Engineering to teach subjects selected from the following: Work Study, Plant Technology, Supervisory Studies, materials Technology and Related Studies.

Salary within the range £5084 - £6638, depending upon age and qualifications.

Further particulars and application form may be obtained upon the receipt of an S.A.E. from the principal, to whom completed forms should be returned as soon as possible. (62018) 260056

TYNE & WEAR

SOUTH SHIELDS MARINE & TECHNICAL COLLEGE
Principal: D.A. Turnbull, B.Sc., (Hons.), (Eng.), F.I.E.E., C.Eng., F.R.I.N.A., M.Nl.
DEPARTMENT OF LEISURE AND CREATIVE STUDIES
LECTURERS I IN CATERING SUBJECTS

Applications are invited from qualified caterers for two

Lecturer I vacancies from 1st September, 1982. The successful applicants will be expected to teach Food Production and Related theory and allied subjects spanning full and part-time students for City and Guilds of London Institute (706/1, 706/2, 707) 9... teaching qualification would be an added advantage.

Application forms may be obtained from the Principal, South Shields Marine and Technical College, Ocean Road, South Shields, Tyne and Wear NE33 1HT, quoting reference 82/CE/3 and enclosing a stamped addressed envelope. Completed applications should be returned to the Principal as above, by 21st June, 1982. (62019) 260056

TYNE & WEAR

SOUTH SHIELDS MARINE & TECHNICAL COLLEGE
Principal: D.A. Turnbull, B.Sc. (Hons.), (Eng.), F.I.E.E., C.Eng., F.R.I.N.A., M.Nl.
DEPARTMENT OF BUSINESS AND MODERN STUDIES
LECTURER GRADE I IN BUSINESS STUDIES

Applications are invited from suitably qualified candidates for the post of Lecturer Grade I in Business Studies, to assist in the teaching of Economics and Accounting, the Organisation and Management of Work, on BEC National courses.

Application forms may be obtained from the Principal's Secretary, South Shields Marine and Technical College, Ocean Road, South Shields, NE33 1HT, to whom completed applications should be returned by 21st June, 1982. (62020) 260056

University Appointments

CARDIFF
UNIVERSITY COLLEGE
CARDIFF
DEPARTMENT OF EDUCATION (PRIMARY AND SECONDARY)

Applications are invited for the above post (now a fixed term of three years). Salary Range: £6,670 - £13,560 Duties to commence 1st October, 1982.

Applications (2 copies) together with the names and addresses of two referees, should be forwarded to the Vice-Principal (Administration) and Registrar, University College, P.O. Box 78, Cardiff CF1 1XL, from whom further particulars may be obtained. Closing date one month from the appearance of this advertisement. Ref: 2398. (39949) 260000

DURHAM

ST. JOHN'S COLLEGE
in the
UNIVERSITY OF DURHAM

REQUIRED FOR 1ST JANUARY, 1983

(upon the appointment of the present Master, Dr. E. N. Kaye, as Master-Elect of New College in the University of New South Wales)

SENIOR TUTOR

to be responsible to The Principal for the general oversight of St. John's Hall, the University and Durham Independent Church of England Training Course within the University; and to undertake duties within St. John's Hall, a mixed Hall which retains its strong Christian tradition, admits students at undergraduate and postgraduates to all courses within the University).

Applications, together with c.v., and the details of three referees, by 30th June, 1982, to The Principal, St. John's College, Durham, from whom further details may be obtained. Ref: (4NNNA) 260000

Polytechnics

Other Appointments

PRESTON

PRESTON POLYTECHNIC FACULTY OF SCIENCE & TECHNOLOGY

Applications are invited for the following appointment:
SENIOR LECTURER IN CIVIL ENGINEERING

A degree in Civil Engineering, professional experience and membership of a relevant professional institute will be necessary.

A special interest in Soils Laboratory work and research experience will be an advantage.

Salary Scale: Senior Lecturer £7,434 or £7,830 (SAR) to £10,131 (under review).

Application forms and further details, quoting reference A/CE/82, from the Personnel Officer, Preston Polytechnic, Corporation Street, Preston PR1 2TQ (Tel: 0772-263057). Closing date: Friday June 18th.

The person appointed will be expected to take up the post on 1st September, 1982 or as soon after as possible. (62015) 260056

PRESTON

PRESTON POLYTECHNIC FACULTY OF SCIENCE & TECHNOLOGY

Applications are invited for the following appointment:
SENIOR LECTURER IN CIVIL ENGINEERING

A degree in Civil Engineering, professional experience and membership of a relevant professional institute will be necessary.

A special interest in Soils Laboratory work and research experience will be desirable.

Salary Scale: Senior Lecturer £7,434 or £7,830 (SAR) to £10,131 (under review).

Application forms and further details, quoting reference A/CE/82, from the Personnel Officer, Preston Polytechnic, Corporation Street, Preston PR1 2TQ (Tel: 0772-263057). Closing date: Friday June 18th.

The person appointed will be expected to take up the post on 1st September, 1982 or as soon as possible. (62015) 260056

LONDON

SCHILLER INTERNATIONAL UNIVERSITY
PART-TIME LECTURERS IN CHEMISTRY, BIOLOGY, PHYSICS, MATHEMATICS, ACCOUNTING AND LAW

Applications are invited for the above part-time lecturing posts, commencing in October, for undergraduate degree and diploma day and evening courses, from 1st September 1982.

Applications, with names and addresses of two referees, should be sent to Dr. Jorge Schiller, Director, International University of Europe, 23 Royal Waterloo House, 130 Aldersgate Street, London EC1A 4JA. (62021) 260056

Other Appointments

KENYATTA
UNIVERSITY COLLEGE

Applications are invited from suitably qualified candidates for the post of PROFESSOR, DEPARTMENT OF LANGUAGES AND LINGUISTICS. Applicants should hold a Ph.D or equivalent in Languages and Linguistics, have had extensive international teaching at University level and have shown substantial research evidenced by publications. Ability to teach any of the following languages: English, French, Swahili and French besides Linguistics will be an added advantage. The successful candidate will be required to supervise graduate and undergraduate students, to plan and direct research and to participate in all academic activities of the College.

Salary Scale: K£108,000 - K£132,000 (£1 sterling = K£8.9725)

Family passages; subsidised housing; Medical Aid; PSSU; non-contributory medical aid scheme.

Detailed applications (6 copies), including a curriculum vitae and naming 3 referees, should be sent to the Registrar, Kenyatta University College, P.O. Box 43844, Nairobi, Kenya, to arrive not later than 7th July, 1982.

Applicants resident in the UK should also send a copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0BT (Tel: 01-636 0454). Details are available from either address. Please quote reference U135/82. (61919) 260000

MIDDLESEX
BRUNEL UNIVERSITY

DEPARTMENT OF DESIGN TECHNOLOGY
BROMLEY COLLEGE OF FURTHER EDUCATION
LECTURERS IN FURNITURE DESIGN

Applications are invited for a Lecturer II to teach in the area of Furniture Design and Production. Candidates should have considerable experience of making and designing and should be able to contribute to allied design studies. The main teaching focus will be in terms of wood although there is considerable scope for the development of other materials. The Department contributes about 70% to a joint honours degree course, 50% to Production Theory and Professional Studies) which is designed especially for intending teachers of Design and Technology.

Applicants should have a first degree or equivalent, together with professional or research experience. They should have had experience of design project work and be able to demonstrate personal capability in the area.

Salary in the Lecturer scale £6,070 - £10,560 plus £1,002 London Allowance per annum with USS benefits.

Application forms from the Personnel Secretary, Brunel University, Uxbridge, Middlesex, UB8 3PH or Tel: Uxbridge 57188, Ext. 366.

Closing date: 25th June, 1982. (62040) 260000

UNIVERSITY OF MELBOURNE
APPOINTMENTS are also advertised in THE LITERARY SUPPLEMENT

With the world-wide acclaim received by the TLS which is read in 97 countries, it provides a first-class medium for advertising University Appointments, especially in the Arts and the Humanities. Rates 85p a line (minimum £8.50). £6.70 a single column centimetre display.

To book advertisement space please contact Miss Mary Corbetta, Classified Advertisement Department, The Times Literary Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, WC1X 8EZ. Telephone 01-837 1234 extension 439 (48817) 260000

Other Appointments

OXON

CULHAM COLLEGE INSTITUTE

The new Institute, teaching the role of the Church in statutory education, exists to RESEARCH ABSELF and to the Director build up the Institute's co-ordinated advisory work, link research with practice and develop new projects.

For this wide-ranging post we require someone who is conversant with research, pursuing, efficient and gifted at communication.

The post is for three years, starting salary up to £6,475 on the University Assistant with U.S.S. or equivalent benefits. Closing date Tuesday, 22nd June. Details and application forms from the Rev'd. Dr. John Gay, Culham College Institute (Dept. SE) East Saint Helen Street, Abingdon, Oxon. OX14 3DZ. (40550) 260056

Colleges of Higher Education

Other Appointments

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ENGINEERING

Applications are invited for the following key appointments as from 1st September 1982 or as soon as possible thereafter:
LECTURER II IN AERONAUTICAL ENGINEERING

Applicants should preferably have both industrial and teaching experience and preferably an aeronautical background with perhaps some interest in computing and/or adult education.

Salary (and MAS) on the Burnham F.E. Lecturer Scale £5,070 - £10,560 p.a.

Application forms and further details are available on request and should be returned to the Principal within fourteen days of the appearance of this advertisement at Bedford College of Higher Education, Polhill Avenue, Bedford MK41 9AH. (40545) 260000

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ENGINEERING
LECTURER I IN SHEETMETAL WORK, WELDING AND FABRICATION required from 1 September 1982 or as soon as possible thereafter.

Industrial experience and appropriate qualifications are essential and teaching experience is desirable. Teaching duties will include fabrication work, welding and related subjects mainly on City and Guilds Craft courses.

Further details and application forms are available from the Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH. (0234) 45151). (40546) 260056

HARROW

HARROW COLLEGE OF HIGHER EDUCATION
FACULTY OF SCIENCE AND TECHNOLOGY
School of Sciences

Required for September 1982 Lecturer I in Nursing Studies to co-ordinate the RGN diploma in nursing course and to participate in the teaching.

Applicants should be graduate nurse tutors with appropriate teaching experience. Salary Scale Lecturer I £5054 - £6638 p.a. plus London Weighting £189 p.a.

Application forms and further details are available on request and should be returned to the Principal within fourteen days of the appearance of this advertisement at Harrow College of Higher Education, Northwick Park, Middlesex HA1 3TP. Telephone 01-864 5422 or Tel: 01-864 3464. (39888) 260000

Colleges of Education with Teacher Training

CAMBRIDGESHIRE

BOURN DAY DEPARTMENT (NORTHERN) Bourn, Nr. Cambridge
MATHEMATICS
TEACHING CENTRES

Applications are invited for the post of Warden of the March and Wisbech Teaching Centres. This is a Scale 4 post giving excellent opportunity to an individual with varied experience who wishes to work in the field of In-Service Education and curriculum development.

Further details and application forms available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1QJ. (a.s.e. first class). Closing date for receipt of applications 28th June, 1982. (61949) 260000

Adult Education

AVON

COUNTY OF AVON
LEYHILL OPEN PRISON
Nr. Wotton-under-Edge, Gloucestershire
LECTURER I or LECTURER II (temporary), assistant to Education Officer. 3 year appointment. Candidates should be qualified teachers with some training/experience in counselling and/or adult education.

Salary (and MAS) on the Burnham F.E. Lecturer Scale.

Apply: The Principal, Elton, Bristol BS15 7AT. (40534) 260000

BUCKINGHAMSHIRE
COUNTY COUNCIL

ADULT EDUCATION CO-ORDINATORS (2)

(Burnham (FE) Scale
£10,797–£12,186 p.a.)

To co-ordinate a broad spectrum of training and educational opportunities for adults in the Aylesbury Vale and Milton Keynes divisions of the County. A sound knowledge of adult education principles and practice is required. The posts offer major involvement in staff development and training.

Application forms and further details from: Chief Education Office (Ref. J11), County Hall, Aylesbury HP20 1UZ, on receipt of s.a.e. (or telephone Aylesbury 5000, Ext. 692).

SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

PRINCIPAL LECTURER IN INSURANCE

Required for 1 September 1982, the main responsibilities being the organisation and development of the insurance section within the Department of Business and Management Studies plus teaching on courses leading to the professional examinations of the CII. The ideal applicant will be a Fellow of the CII with broad experience within the insurance industry plus teaching experience, preferably in a College of Further Education.

Salary Scale £11,298 to £12,591 bar to £14,238 (under review).

Further details and application forms can be obtained from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LT, to whom completed forms should be returned within fourteen days of the appearance of this advertisement. Please send large s.a.e. and quote post number 2.10.

This is a re-advertisement, previous applicants will be considered further.

EDUCATION DEPARTMENT

H.M. Prison, Standford Hill
Sheerness, Kent

Appointment of

Deputy Education Officer (Lecturer Grade III Scale)

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Deputy Education Officer. The post to be filled as soon as possible. Salary scale: £6,482–£10,431.

H.M. Young Prisoner Centre and Borstal, Rochester

Appointment of

Lecturer Grade I

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Lecturer Grade I. The post to be filled as soon as possible. Salary: Burnham Further Education Lecturer Grade I Scale (£5,034–£8,658).

Application form and further particulars (enclose SAE) for both posts, obtainable from the County Education Officer (Ref. T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 21st June, 1982.

COMMUNITY EDUCATION SERVICE

WARDEN

The Hadleigh/Benfleet Centre
(Youth and Adult)

A new Centre formed by the amalgamation of two separate Centres to combine the youth and adult services in the Hadleigh and Benfleet area of the County. This post offers an exciting and challenging opportunity to develop both aspects of the Centre. The Youth Centre operates in independent premises with adult education classes being provided in two comprehensive schools.

Salary: Burnham FE Head of Dept: II £10,797–£12,186. Applications are invited from suitably qualified people with experience in youth and adult work.

Application forms and job descriptions available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford CM1 1LD. Telephone 67222, Ext. 2662.

Closing date for applications is Friday, 18th June 1982.

ESSEX
County Council

HAMPSHIRE

THE RICHARD ALDWORTH SCHOOL
Western Way, Basingstoke RG22 5RA

A Community Education Warden required with effect from 1st September, 1982 or as soon as possible, for appointment to the staff of this school serving R.E. community. Ref. E.E. Lecturer Grade I. Pay £6,... plus ... reference to Registrar. (61808) 260000

LEICESTERSHIRE

IN ASSOCIATION WITH THE PROBATION SERVICE DEPARTMENT

H.M. PRISON, LEICESTER

LECTURER I (BURNHAM F.E) REMEDIAL BASIC EDUCATION OF ADULT INMATES (Ref. F&C/23).

Required 1st September 1982 to contribute to the programme of basic and remedial education, to organise and contribute to the evening non-vocational class programme and to deputise for the Education Officer.

Applications within 14 days of the appearance of this advertisement to Education Officer, H.M. Prison, Standford Hill, Sheerness, Kent ME12 2BX (quoting post reference No.) from whom further written particulars are available (s.a.e. please). (39892) 260000

Community Homes and Associated Institutes

GWENT

COUNTY COUNCIL
TY MAWR COMMUNITY HOME WITH EDUCATION
Gilwern, Abergavenny

Ty Mawr is a community home with education on the premises accommodating up to 76 boys between the ages of 13 and 18 years. The home is situated approximately 3 miles from the town of Abergavenny, near the Brecon Beacons National Park.

A lively and imaginative person is required to lead a team of four colleagues to follow an exciting and challenging programme to take back into normal society a resident within the Centre. It is envisaged that the person appointed will be involved in developing the work of the Centre and further developing the work with parents. Applicants should be craftsmen capable of teaching a practical subject. Teachers but applicants will be considered from other types of craftsmen.

TEMPORARY CARPENTRY INSTRUCTOR
Salary Burnham 1 plus £948 if a qualified teacher or £5,149-£7,982.

An additional payment of £1176 per annum is made for a average of 10 hours weekly extra-mural duty. Applicants should be craftsmen capable of teaching a practical subject. Teachers but applicants will be considered from other types of craftsmen.

BUILDING INSTRUCTOR
Salary Burnham 1 plus £948 if a qualified teacher or £5,412-£7,982.

An additional payment of £1764 per annum is made for an average of 15 hours weekly extra-mural duty. Applicants must hold City and Guilds Certificate in the building trade and preferably also be a qualified teacher. The duties are to organise and instruct a full-time course in building and to give boys a basic understanding of the building trade. A Mode III C.S.E. syllabus is offered each year by boys in this group.

Rented family accommodation is available on the campus if required.

For further particulars please contact Mateh Lewis, Headmaster, telephone Gilwern 830596.

Application forms from Child Executive Officer, Personnel Section, County Hall, Cwmbran, Gwent NP44 2XH. Closing date: 18th June, 1982. (61804) 260000

DERBYSHIRE

MOORFIELD OBSERVATION AND ASSESSMENT CENTRE
Sinfin Moor Lane, Sinfin, Derby

Required for September, 1982 Teacher - Scale 3 + £640 for General Subjects: Ability to teach Art and/or CARE would be an advantage. Must be capable of dealing with delinquent and disturbed adolescents.

Also many and varied social and domestic duties.

Application forms and details from the Principal Officer in charge, Derbyshire County Council (the first non-car mileage allowance authority).

Assessment Centres

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
CHIPPS LODGE OBSERVATION & ASSESSMENT CENTRE
Bunkershill, Milton Keynes MK6

Teacher-in-Charge - Scale 3 + £640

Required as soon as possible to take an exciting and challenging Assessment Centre for young people between the ages of ten and sixteen years of age. The philosophy of the Centre is based on positive reinforcement and realistic approach to families and mainstream education.

A lively and imaginative person is required to lead a team of four colleagues to follow an exciting and challenging programme to take back into normal society a resident within the Centre. It is envisaged that the person appointed will be involved in developing the work of the Centre and further developing the work with parents. Applicants should be craftsmen capable of teaching a practical subject. Teachers but applicants will be considered from other types of craftsmen.

Also many and varied social and domestic duties.

Application forms and details from the Principal Officer in charge, Derbyshire County Council (the first non-car mileage allowance authority).

MIDDLESEX LODGE REGIONAL ASSESSMENT CENTRE

ASSISTANT PRINCIPAL (Education)

£9,868 – £11,840 pa (Inc. LW)

Since Middlesex Lodge was opened in 1964, it has played a major role in the London region in the remand and assessment of girls presenting exceptionally difficult problems at the point of crisis. At present there are 36 places for girls in the main building and a secure unit of 8 places. Exciting new developments in the range of services offered to user authorities are being planned and in following Ken Hamilton's appointment as Principal this key post will complete the senior staff team.

The Assistant Principal (Education) will have a key role in the future development, and ideally we are seeking a candidate who offers most, if perhaps not all these things:

- a teaching qualification
- experience of residential work
- a co-operative approach towards colleagues in other professions
- several years' teaching experience with difficult children
- a lively, imaginative approach
- a knowledge of assessment methods
- experience of management
- preparedness to cope with violent children
- knowledge of the CH[E] system
- a keenness to make education interesting to school 'failures'
- experience in remedial teaching
- a knowledge of the social services
- an approach which sees a child as a whole, and doesn't split off education as the bit to do with teaching.

If you would like to discuss the job further, please ring Ken Hamilton on Uxbridge 53272.

Fringe benefits may include legal fees and removal expenses.

Residential accommodation may be available depending on personal circumstances.

Application and further details from the Personnel Officer, quoting Ref. DS/26/14XE, Civic Centre, Uxbridge, Middlesex UB8 1UW. Tel: Uxbridge 53888. (24 hour Ansaphone). Closing date: 16th June 1982.

LONDON BOROUGH OF
Hillingdon

HAMPSHIRE

SOCIAL SERVICES

Senior Teacher

Salary: Scale 3 plus Community Homes allowance of £948 per annum and extraneous duties allowance up to £1,784 per annum.

GLEN HOUSE, Observation/Assessment Centre/Long Stay/Intensive Care – Boys 11–17 years.

A demanding and challenging post with boys who may be disturbed, disadvantaged or delinquent.

The person appointed will lead a team of five teachers working in close co-operation with care staff in providing an assessment and/or individual programme for education at various levels including remedial. Persons holding a qualification in Educational Psychology may be considered.

The person appointed will work directly to the Principal of the establishment who is an educational alist.

Application forms and job description, quoting reference 40132C, obtainable from Director of Social Services, Trafalgar House, The Castle, Winchester. Returnable by 21st June, 1982.

Association of University Teachers

General Secretary

Applications are invited for the post of General Secretary of the Association of University Teachers to succeed the present General Secretary, Mr. L. Sapper, LL.B., Barrister at Law, who will retire on 30th April 1983. The current salary scale for this post is £18,480 x £926 – £24,036 plus a London Allowance (at present £1,035). The successful candidate will be appointed at an appropriate point on this scale. Further particulars may be obtained from the President of the Association, Mr. J. E. Reilly, c/o The Registry, The University, Canterbury, Kent. Enquiries should be marked Reference No. A11/82. Applications (ten copies) naming three referees should be submitted to the President at the above address by the 30th June 1982. Any person who would like to propose the name of a possible candidate for the post on a confidential basis may write to the President at the above address.

WEST BANK

HEBRON UNIVERSITY

Required from 1 October, 1982; one or more lecturers to join new and expanding department of English. Minimum MA plus teaching experience.

Please send applications/enquires as soon as possible.
Box No. TES 004393
The Times, WC1X 8EZ

EDGE HILL COLLEGE OF HIGHER EDUCATION
ST HELENS ROAD, ORMSKIRK, LANCASHIRE L39 4QP
AN ASSOCIATE COLLEGE OF THE UNIVERSITY OF LANCASTER

DEPARTMENT OF LANGUAGE, LITERATURE AND DRAMA
TEMPORARY LECTURER II IN DRAMA

Applications are invited from graduates for this post which is tenable during the Academic Year 1982–83.

Salary Scale: Lecturer II £8,462 x 10 increments to £10,431 (under review).

Further particulars and forms of application are available from the Personal Assistant to the Director. Completed applications should be returned to the Director by 18th June, 1982.

Youth and Community Service

COVENTRY

SIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE COVENTRY
YOUTH OPPORTUNITIES PROGRAMME
DRAMA SUPERVISORS
Drama specialists are required for a completely new project based in Sidney Stringer's Community Theatre, the Belgrade Theatre and Mercia Sound Independent radio station.

The project, 'industrial theatre training scheme' is of twelve months duration initially, and will provide training in all aspects of the theatre for twenty unemployed youngsters.

The posts available are:
Senior Supervisor £6,333 - responsible for all aspects of the scheme.

Supervisor £5,526 - responsible for video project.

Supervisor £5,526 - responsible for Social and Life Skills.

Supervisor £5,526 - responsible for projects based in Mercia Sound.

Candidates must be interested in working with young people and experience in this area will be an advantage. Enthusiasm, energy and dedication are necessary qualities for the success of the scheme. Applicants must be currently unemployed.

Further details are available from the Administrative Officer, Sidney Stringer School and Community College, Hill Top Street, Coventry CV1 5NS, to whom applications should be made by letter giving details of age, qualifications and experience, and the names of two referees. Closing date: 10 days after the appearance of this advertisement. (6203B) 440000

HAVERING

LONDON BOROUGH OF HAVERING
YOUTH AND COMMUNITY SERVICE
YOUTH AND COMMUNITY WORKER
Applications are invited for the above post to work in the Mardyke neighbourhood of Rainham. A community development approach is essential and the person appointed will join a Youth and Community Service Area Team offering strong support.

For informal discussion ring Rainham Area Supervisor, Romford 46989 Ext. 287.

N.J.C. Conditions of service. The appointment will be for a fixed term of two years.

Salary Scale P.2. Lecturer Grade £4023 - £4658 plus £498 London Weighting.

For further details and application forms please apply in writing specifying area to the Director of Education, Services, ref. AJ/YDC, Mercury House, Market Hierarchy Gardens, Romford, Essex. Closing date: 14 days after the appearance of this advertisement. (6161G) 440000

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
SUMMER PROJECTS
If you would like to work with young people from the Borough of Ealing this summer and have teaching, nursing or Youth Leadership experience contact:

The Organiser of Community Education, Education Office, Havelock Road, Southall, Middlesex, UB2 4JD. Tel: 01-574 2841, Ext. 56. 01-574 2347 (after hours). (6196S) 440000

ESSEX

COUNTY COUNCIL
COMMUNITY EDUCATION SERVICE
WARDEN
THE RADLEIGH/BENFLEET CENTRE
(Youth and Adult)
A new Centre formed by the amalgamation of two separate Centres to combine the youth and adult services in the Radleigh and Benfleet area of the County.

For further details see our display advertisements under Adult Education. (6158J) 440000

GLOUCESTERSHIRE

COUNTY COUNCIL
EDUCATION COMMITTEE
APPLICATIONS are invited from suitably qualified applicants for the post of **YOUTH WORKER, HOUGHTON-ON-THE-WOLD.**

Salary in accordance with JNC Scale 3. £5,448 to £6,063.

Further details and application forms obtainable from: The Chief Education Officer, (Staffing Room 163), Shire Hall, Gloucester GL1 2TP. Closing date 14 days from appearance of advertisement. (6030I) 440000

HAVERING

LONDON BOROUGH OF HAVERING
YOUTH AND COMMUNITY SERVICE
YOUTH AND COMMUNITY WORKER
Are you interested in working in an exciting area of Youth and Community Work based on Harold Hill Technical College Campus? Such an area based Youth and Community Worker post now exists in the London Borough of Havering and the duties include a teaching commitment to the College, working closely with a youth centre and voluntary organisations and providing programmes and community groups in the neighbourhood. The post will form part of an Area Team providing strong support. N.J.C. Conditions of service. Salary Scale Youth P.S. Lecturer 1 Scale (Maximum of scale £6,858 plus £498 London Weighting). Starting point dependent upon training and experience.

Full details and application forms (s.a.e. please) from the Director of Education, Services, ref. AJ/YDC, Mercury House, Market Hierarchy Gardens, Romford, Essex. Closing date: 14 days after the appearance of this advertisement. (6153J) 440000

NORFOLK
YOUTH AND COMMUNITY SERVICE
QUALIFIED YOUTH AND COMMUNITY WORKER
or Qualified Teacher with Youth Service or Youth and Community experience is required for the post of Divisional Youth and Community Officer to be based at the Swaffham Youth and Community Centre.

Salary within range 3 of the J.N.C. Report 1981 £7368 - £8271 p.a. (points 4 to 8). (Pay Award pending).

Application forms and further details (an receipt of s.a.e.) from: The County Education Officer, Further Education Division (Ref.767A), County Hall, Martineau Lane, Norwich NR1 2DL. Closing date: 16th June, 1982. (4048A) 440000

NORTHAMPTONSHIRE
COUNTY COUNCIL
COMMUNITY YOUTH CENTRE
ADVERTISEMENT FOR COMMUNITY YOUTH WORKER/ORGANISER
Applications are invited from qualified and experienced persons for the above post. This new post is part of the team responsible for Assessment, Training and Development throughout the County. Duties will include development of activities and events on a County basis such as expeditions, sports and Duke of Edinburgh Award Scheme. The administrative base will be at Grendon Hall Residential Youth Centre, near Wellingborough.

Salary JNC 4 Points 2 - 5 (£7,998 to £8,988 p.a.).

Further details and application forms from: Community Education Officer, County Education Offices, Community Youth Service, Floor 3, Northampton House, Northampton NN1 2BX.

Closing date for applications is two weeks after the appearance of this advertisement. (3856J) 440000

WOLVERHAMPTON
WOLVERHAMPTON ADULT EDUCATION/YOUTH SERVICE
Applications are invited for youth workers for four full time posts commencing 1st September, 1982.

The salary will be on the appropriate Youth Service Yardsticks, enabling unqualified youth workers to become qualified, and might be available.

Application form and further particulars may be obtained from the Director of Education, College of Adult Education, Old Hall Street, Wolverhampton, WV1 3AU. Closing date for application is 1st July, 1982.

Wolverhampton Borough Council is an Equal Opportunity Employer and vacancies are open to both sexes, all races and registered disabled people. (3982B) 440000

Overseas Appointments

CHRISTIAN TEACHERS
Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.

Volunteer Missionary Movement, Shenley Lane, London Colney, Herts, AL2 1AR. (1628B) 460000

COLCHESTER
Athenian Institute require English language teacher. Full salary £6,000 and flat. Express curriculum vitae, photo. particulars to: Theocaropulous, 198A Andiomenglis Ring Athens, Telephone 9388139. (4068J) 460000

CYPRUS
TEACH IN CYPRUS AND THE MIDDLE EAST
More than a thousand teachers for all subjects and grades will be required during Spring, Summer, university levels. Good pay, no tax, overseas contracts, good employment conditions.

For details of how to contact employers, please send one pound (cash) or postal order to SPIC P.O. Box 3773, Nicosia, Cyprus. If you find this offer unacceptable and the most inexpensive means of contacting employers, please write to us saying why and returning the literature we have sent you. We shall refund your money less 50 pence for postage etc. (5878B) 460000

DORSET
Language School in Germany (Illinburg Group) requires English Teacher immediately. Mature type (26 - 35) with business experience considered. German not necessary. Ring Poole (0202) 96 to 4.30p.m. No calls after Thurs. 15th June. (3990J) 460000

FINLAND
3 qualified EFL teachers, preferably with experience in technical and commercial English, required by language school in Tampere.

Further particulars and applications: Tampereen TWO Kielikeskus, Hatanpaantie 31 B 19, 33900 TAMPERE, Finland. Tel: 010-358-31-33519. (4019J) 460000

GREECE
Teachers to teach English as a second language.

Qualifications: B.A. - T.E.F.L. 2 years - experience.

Photograph and references necessary.

Job starts 1st September, 1982.

Write to: N. Davanellos, 11-13 Parlo Square, Kaniis Greece. (3550G) 460000

AL RABEEH FIRST SCHOOL
ABU DHABI U.A.E.

Due to increased expansion programme we require for September 1982 fully qualified and experienced Kindergarten/Infant Teachers for posts in our well established, international School with 500 puplis aged 3½ to 6½ years.

Free shared air conditioned accommodation. Annual leave with fares paid to London. Gratuity after two years. No Taxes. Couples may apply if both Teachers. Interview in London.

Please apply in the first instance with a handwritten application accompanied by full C.V., Testimonials and two photographs to Box No. 004394, The Times, London WC1X 8EZ.

TEACH ENGLISH IN MALAYSIA

There are a few remaining vacancies for Teachers of English to take up contracts in Lower Secondary schools by 31 July 1982 and there will be further vacancies in Malaysia from 1 January, 1983.

Preference will be given to candidates with experience in South-East Asia and the January vacancies will be particularly interesting for those with experience in remedial teaching.

Applicants with:
*a University degree
*a postgraduate teaching qualification
*a minimum of 3 years' TEFL or a total of 5 years' teaching of which 2 should be in TEFL.

Please telephone or write for brochure and further details.

Please state whether you wish to be considered for July or January.

CBT
Centre for British Teachers (TM4),
Quality House,
Quality Court,
Chancery Lane,
London WC2A 1HP
Tel: 01-242 2982

ECUADOR EGYPT VENEZUELA

ih

Immediate vacancies at the British Council Institutes in Venezuela and Ecuador and at the International House affiliated schools in Egypt.

Degree and R.S.A. Preparatory Certificate/ R.S.A. (F.E.)/P.G.C.E. in T.E.F.L. essential. Previous T.E.F.L. experience preferable. Salaries according to qualifications and experience. Return air fares provided.

Details of posts will be forwarded on submission of full c.v. and photograph. Applications to:

Teacher Selection Department
International House
106 Piccadilly
London W1V 9FL

P.E. Teacher Music Teacher
The English School, Kuwait

Two experienced teachers of British nationality, with British qualifications, are needed to join the staff of this pre-preparatory school for British children aged 4–11 on 1st September, 1982.

Successful applicants (females or a married couple) will take up one-year renewable contracts providing appropriate tax-free salaries plus increments for experience, free furnished accommodation, annual leave with return fare and baggage allowance at commencement and termination of contract.

Candidates, ideally driving licence holders, should forward c.v., telephone number, photograph and two recent testimonials to the Headmistress at The English School, P.O. Box 379, Safat, Kuwait.

DORSET COUNTY COUNCIL
County Education Department (Careers Service)
Team Leader
(Special Services for the Unemployed)
This post, funded wholly by the Department of Employment, is a new one and you will for half of it undertake the normal duties of Specialist Officer for the Unemployed in the North Dorset Area, based at Blandford. For the remainder of your time you will co-ordinate the work of a team of four officers and four employment assistants all of whom are Unemployment Specialists. The duties will include representing the Specialists at Area and Regional Meetings; reporting as required to the Careers Service Management Team; in-Service Training; and giving guidance on difficult cases.

You should:
(a) be a professionally qualified Careers Officer with experience of work at basic level and with the unemployed
(b) have experience of industry or commerce as an employee
(c) have experience of leading a team who are geographically at a distance one from another.

Salary within Grade AP4/5 – £6,501 to £7,875 – according to qualifications and experience. (Quote Ed 386).

Specialist Officer for Unemployed
(Based in Weymouth)
Duties will include liaison with employers and other agencies, interviewing young people and maintaining records and statistics.

You should preferably be a qualified Careers Officer or have a good knowledge of industry and commerce. A valid full driving licence is essential.

Salary within Grade AP4 – £6,501 to £7,137 – according to qualifications and experience.

This post is the subject of a long term grant from the Department of Employment and in the event of the Department withdrawing this grant in the future, the question of the continuation of the post will be reviewed. (Quote ED 385).

Duty Careers Officer
(4 Posts)
Poole, Bournemouth, Blandford and Weymouth
You will not work in schools, but will have special responsibility for guidance, duties with office callers, and some industrial liaison work, including co-ordinating visits to employers.

You should be qualified Careers Officers with at least two years experience as a Basic Grade Careers Officer.

Salary within Grade AP2/4 – £5,064 to £7,137 – according to qualifications and experience.

QUOTE POOLE ED 380, BOURNEMOUTH ED 381, BLANDFORD ED 382, WEYMOUTH ED 383).

Application forms returnable by 25th June, 1982, and further details from County Education Officer (MD), County Hall, Dorchester DT1 1XJ.

(Please Quote Post Numbers).

ASSISTANT COMMUNITY EDUCATION OFFICER
HARLOW AND UTTLESFORD
Soulbury £10,572–£11,853
This is one of twelve posts working with specifically designated geographical areas in the County. The post is based at the Harlow Youth and Community Office and has responsibilities for the Youth Service and general work with the community in the Harlow and Uttlesford areas.

In addition to local responsibilities the Assistant Community Education Officer is expected to contribute to the organisation of county events, special projects and youth leaders training courses. Applicants should be teachers, qualified youth leaders or graduates in a relevant discipline.

Application form and details available from the County Education Officer (P), PO Box 47, Chelmsford CM1 1LD. Tel: 67222, Ext. 2878 or 2828.

ESSEX
County Council

BOLTON METROPOLITAN BOROUGH

TEAM LEADER
(Bolton North West)
JNC Range 4 pts. 1–5. £7765/£8748
Applications are invited from experienced Youth and Community Workers or Teachers with Youth and Community Service experience for the post of Team Leader in the Youth and Community Service. The successful applicant will be responsible to the Director of Education and Arts through the Senior Youth Service Officer and the Youth Officer (North West) for the day to day supervision of Youth and Community work both statutory and voluntary in the North West area of the Metropolitan Borough.

Application forms and further details available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: Bolton 22311, Extns. 587 and 5105). Commencing salary will be related to age, qualifications and experience. The post is subject to medical assessment and is superannuable. Trade Union Membership is a condition of service. Closing date for applications 18th June 1982.

THE BRITISH COUNCIL

Teaching English Overseas

BAHRAIN
Senior Teacher of English, The English Centre British Council, Manama
Reference: 82 D 17

Duties: To teach 18 hours per week and take responsibility for a specific major development aspect of the Centre's work in Agreement with the Centre Director.

Qualifications: Candidates should be single qualified teachers with a degree preferably in English, Modern Languages or Linguistics plus a one-year postgraduate TEFL/TESL qualification and a minimum of 3 years TEFL/TESL experience which should include some experience of materials writing, teacher training, administration, or language needs analysis.

Salary: £6900–£9417 pa tax free according to qualifications and experience.

Benefits: 2 year contract; fares; baggage; accommodation allowance, medical scheme; 45 days annual leave plus 20 public holidays; mid-tour passage paid leave on initial 2 year contract.

Starting date: 1 September or earlier by arrangement.

CHILE
Teacher/Teacher Trainer in English as a Foreign Language, Instituto Chileno Britanico de Cultura, Santiago
Reference: 82 D 22

Duties: To teach English as a Foreign Language with some ESP/EAP from Elementary to CPE levels; to train prospective teachers of English in English, Methodology and associated subjects up to and beyond RSA Certificate.

Qualifications: A degree and postgraduate ELT qualification and minimum of two years EFL experience, preferably overseas. Teacher-training experience desirable.

Salary: £7915–£9960 pa.

Benefits: Overseas allowance; return fares for teacher and spouse; baggage allowance; accommodation; medical benefit; passage paid leave; superannuation; employer's share of National Insurance; local contract guaranteed.

Starting date: 1 September 1982.

ITALY
Assistant Director of Studies (Methodology), The British Council, Naples
Reference: 82 D 46

Duties: Responsibility for academic management for all EFL courses in cooperation with course coordinators. Syllabus design and revision, direction and supervision of tests/examinations, evaluation and piloting of materials, liaison with the Teachers Centre, supervision of ordering, production, classification and storage and retrieval systems for written and recorded teaching materials. Responsibility for monitoring courses, supervision of teachers and student counselling. Liaison with other Council Offices and outside bodies.

Qualifications: Relevant first degree, TEFL qualification, and at least five years TEFL experience preferably with one year of relevant professional responsibility. An MA in Applied Linguistics and some knowledge of Italian are desirable.

Salary: £6498–£7941 pa tax free.

Benefits: £660 pa local allowance; travel; baggage; medical scheme; £600 married allowance; 2 year contract, renewable.

Starting date: 1 September 1982.

SOVIET UNION
English Language Teaching Assistants, For universities and institutes of higher education in Moscow and other major cities in the Soviet Republics
Reference: 82 B 8–26

Qualifications: Candidates should hold a degree with PGCE and relevant teaching experience. An ELT qualification and/or experience are desirable. One senior post in Moscow requires also a qualification in linguistics.

Salary: 400 Roubles per month (present rate of exchange £1 equals 1.30 Roubles) non-convertible. Sterling subsidy of £3662 pa paid in Britain. £4367 for the Senior post in Moscow.

Benefits: Subsidised accommodation. Superannuation contribution.

Contract: From September 1982 for one academic year of 10 months renewable.

YUGOSLAVIA
Lectors in English For the Universities of Novi Sad, Nis, Skopje and Zagreb
Reference: 82 B 62–67

Qualifications: Candidates must be British Nationals, preferably single with a degree in English, a TEFL qualification and 2 years teaching experience.

Salary: The local salaries vary between 7,000 and 14,500 New Dinars (£1 equals 83 ND) dependent on accommodation allowances. Additional sterling subsidy of £2368 pa paid in UK.

Benefits: Superannuation contribution; 1 year contract, renewable commencing September 1982.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries. The posts listed below tenable from September 1982, are among the 150 established under the Scheme.

IVORY COAST
ESP Lecturer, Institut National Superieur de L'Enseignement Technique (INSET), Abidjan
Reference: 82 K 42

Duties: To teach ESP in mechanical engineering, electrical engineering, electronics and metallurgy to classes of 15 French speaking students, mainly Ivorian, for 12 hours per week; to produce written and audio-visual materials; to assist in the control of examinations.

Special Qualifications: 5 years relevant experience overseas including Africa; ESP teaching experience essential; knowledge of French useful.

Salary: £8735–£10785 per annum.

Overseas Allowance: £2107–£2623 depending on salary level and marital status.

SYRIA
2 English Language Advisers, University of Aleppo
Reference: 82 K 37–38

These two posts, one senior and one junior, have been created to establish, inaugurate and develop an ELT Advisory Centre at the University of Aleppo. The following duties will be largely shared, but the senior postholder would take overall responsibility.

Duties: To advise on professional ELT matters at all levels; to assist the creation of a professional cadre of English teaching staff including in-service training and career development; to design and supervise an English training programme for University staff/Postgraduate students; to supervise Centre staff; to establish and supervise an English teaching reference library and to assist in improving English language examinations.

Special Qualifications: Minimum 5 years relevant experience overseas, preferably in tertiary/further education. Experience in ESP teaching/materials production essential teacher training experience, knowledge of French or Arabic useful.

Salary:
Senior post: £12035–£13895 per annum.
Junior post: £9960–£11610 per annum.

Overseas Allowance: £nil–£3533 per annum depending on salary level and marital status.

ZIMBABWE
Curriculum Development/ Materials Production Adviser, Primary Education Development Unit, Ministry of Education and Culture, Salisbury
Reference: 82 K 17

Duties: To design a programme of training for materials writers who will be engaged in the production of teaching materials for all primary grades; to organise, in collaboration with 2–4 Ministry of Education and Culture Curriculum Developers, a coordinated series of local writers workshops; assisting in the overall planning of the English course for all primary grades; assisting with in-service teacher training with regard to new materials; assisting in printing and producing materials.

Special Qualifications: Curriculum Development Component in EFL qualification. 5 years experience in production of materials in a developing country is essential. In-service teacher training experience is desirable.

Salary: £9960–£13895 pa.

Overseas Allowance: £nil–£1033 depending on salary level and marital status.

Science and Mathematics Education Overseas

The following posts are funded under Britain's programme of aid to developing countries.

GHANA
Lecturer in Science Methods, Institute of Education, University of Cape Coast
Reference: 82 K 40

Duties: To be responsible for the on-going curriculum development work in science in the teacher training colleges; to organise writing workshops and regional in-service seminars; to visit colleges and develop and maintain contact with tutors; to contribute to the production of new materials; to act as an external examiner; to review the science work at the Advanced Teacher Training College and to coordinate the moderation of their science examinations; to lecture to a limited timetable.

Qualifications: MSc/MEd plus a science teaching qualification. At least 5 years experience, preferably in the first 9 years schooling. Teacher training and previous experience in Africa essential.

Lecturer/Senior Lecturer in Mathematics, Institute of Education, University of Cape Coast
Reference: 82 K 39

Duties: To coordinate and improve the mathematics curriculum in the 3 year post-secondary training colleges; to visit and advise the colleges; to hold in-service courses for mathematics teacher trainers; to control the mathematics examinations in the annual final mathematics examinations in the colleges; to lecture to a limited timetable.

Qualifications: MSc/MEd plus a mathematics teaching qualification. At least 5 years experience preferably in the first 9 years schooling. Teacher training and previous experience in Africa essential.

NIGERIA
Science Adviser, Ministry of Education, Benin City, Bendel State
Reference: 82 K 41

Duties: To be responsible for the development of Science Education in the newly established Colleges of Education; to liaise with the colleges and to assist in their teaching programmes; to organise seminars and workshops; to assist in the development of their science education course; to assist in materials production; to offer guidance in the in-service training of the Colleges' science staff; to liaise with the Institute of Education and work with the Science Teachers Association of Nigeria; to take part in seminars and in-service training programmes aimed at the secondary and primary science teachers in the State.

Qualifications: Science degree (preferably in Mathematics or Physics) plus a teaching qualification. MEd or similar qualification also desirable. At least 5 years experience in science teacher training and previous experience in Africa are essential.

Salary: £12035–£13895 per annum.

Overseas Allowance: £1560–£7060 per annum depending on salary level and marital status.

Benefits: Salary free from UK income Tax; variable overseas allowances according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contracts: Contracts will be for 2 years initially with the British Council.

Closing date for applications: 21 June 1982.

For further details and an application form, please write, quoting the post reference number, to: KELT Section, Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

SPECIALIST TRAINER

from c. £11,000 to £13,000 per year (after tax)

Aramco is the world's largest oil producing organisation which has a massive commitment to in-company training. One of these specialist areas is secretarial and office procedures.

The company now needs a Training Specialist who is well-versed in these specialities and capable of: teaching shorthand and typing at all levels from beginners' to advanced and refresher courses; developing a bank of study aids; designing induction courses for new, multi-national, secretarial staff; planning and conducting refresher courses on company procedures to enable existing staff to update their skills.

Aramco offers an excellent package which includes low-cost, air-conditioned accommodation, free medical care, a wide range of leisure and sports activities and company-paid return airfares each year.

This is an indefinite, single-status contract available to a mature, experienced organiser/teacher. In addition to a first-class package, the position will enhance your career, work experience and savings potential.

In the first instance, please write to
Sally J. F Warton, Co-ordinator Aramco Project 619,
Overseas Recruitment Services Limited,
37 Golden Square, London W1R 4AL.
or telephone her for an application form on 01-439 9481.

ORS Limited
AN APPOINTED RECRUITMENT CONSULTANCY TO
ARAMCO

Meeting the training needs of one of the world's finest hospitals

(and your financial needs with a high, tax-free salary)

In Jeddah, on Saudi Arabia's west coast, a 500-bed hospital is being commissioned. Built and equipped to the highest international standards. It is now under the management of IHO International Hospitals Group, the British-based health care organisation, which has given IAL the task of staffing this ambitious medical project to its full complement of 3,000 people including medical and technical experts, craftsmen, nursing, paramedical and administrative staff.

This is the scale and complexity of the task which will face you when you join the team of personnel professionals responsible for the initial recruitment of these high calibre staff, for their training and career development, and also for the continuing general welfare of staff and their families.

Technical Training Officer

c. £16,000 p.a. tax-free

Working closely with the Hospital's departmental management, you will arrange training programmes to cover all the technical specialties represented in a high-technology hospital environment. You will be expected personally to take courses in your own subjects (which should include basic maths and science) and to assess continuously the performance of students and the effectiveness of the courses themselves.

Your science or engineering degree should have been followed by ten years technical experience, including five in technical training, three of which should have been spent abroad. Salary SR. 100,000. Ref: M329/01.

Language Training Officer

c. £16,000 p.a. tax-free

Your principal task will be initially to determine the requirement for training in both English and Arabic among the Hospital's multi-national staff, and then to implement programmes to meet those requirements, using the fully equipped language lab. to complement more traditional techniques.

Your ten years since qualifying either with a degree in linguistics or a TEFL Diploma should include five in teaching English to foreign students three years of which should have been spent abroad. A knowledge of Arabic is an important additional qualification. Salary SR. 100,000. Ref: M329/02.

The tax-free salaries will be paid in Saudi Riyals*. Benefits include free accommodation; 49 days annual holiday, free return flights to the UK and free medical care. Facilities include shops, gymnasium, theatre, swimming pool, tennis courts and recreations.

Preference will be given to suitably qualified Saudi Arabian nationals and Arabic speaking personnel.

*The conversion to sterling has been effected at the rate SR 6.3=£1.

For further details, please send your cv to John Calkin, IAL, Arnolfo House, Hayes Road, Southall, Middlesex, UB2 5NJ. Tel: 01-574 5432. Please quote the appropriate reference.

IAL
MEDICAL SERVICES
COMMUNICATIONS SYSTEMS
COMPUTER SYSTEMS AND SERVICES
AVIATION SYSTEMS AND SERVICES WORLDWIDE

OVERSEAS continued

GREECE
Qualified English Graduate E.F.L. teacher required by major recognised English School, interest in T.E.E. and O. Lev.
Write with C.V. and photo Mrs. Papoulatou 10, Macmillan Street, Patissia, Athens. Tel: 201 3477. (443/90) 460000

GREECE
Qualified English graduate E.F.L. teachers required by major recognised English School.
Write with C.V. and photo Mrs. Papoulatou, 13, Macmillan Street, Patissia, Athens. Tel: 201 3477. (443/91) 460000

GREECE
Female Teacher for EFL in Greece required. Please send C.V. + Photograph to TEIGRID SCHOOLS — AIOHION GREECE. (61536) 460000

GREECE
Qualified teacher of English, Staff Stathopoulou School, 26th Martiou, Panorama, Thessaloniki. (464/2) 460000

LONDON
TEACHERS - single man and women with TEFL qualifications and experience, but also those with general primary or secondary experience needed short and longer term appointments in Japan, India, Sri Lanka and Nepal. Must be committed Christians, ready to serve the Lord at all times.
For further details contact Miss Sue Knight, Church Missionary Society, 157 Waterloo Road, London SE1 8UU (enclosing s.a.e. would be appreciated). (32360) 460000

PERU
LIMA
COLEGIO SAN SYLVESTRE
A leading international girls' school with 1000 pupils aged 5-17 requires for August a TEACHER OF MATHEMATICS to 'O' level.
Experience not essential. Applications welcome from newly qualified graduates. Salary related to Burnham. Free accommodation. 3 year contract with fares paid. Interviews in London in early June.
Please apply urgently to: Mr. F. J. Smith, Dashlow-Thring Services Ltd., Broughton House, 6, 7 & 8 Baskville Street, London W1X 9DS. Tel: 01-629 0161. (61589) 460000

QATAR
GOVERNMENT OF THE STATE OF QATAR
MINISTRY OF DEFENCE
invites applications from U.K., E.E.C. qualified and experienced teacher of British Nationality for posts of Technical English teacher with the Qatar armed forces. Technical/industrial background an advantage. Salary and allowances total over pounds sterling 11,000 (at present rate of exchange) per annum and free accommodation with usual utilities is provided. Two seperate months paid leave allowed annually with return air fare to place of recruitment.
Please apply for a copy of the full conditions of service with C.V. and a recent photograph to Commander-in-Chief, Qatar Armed Forces, P.O.Box 37, Doha, Qatar. (39776) 460000

SPAIN
Graduate EFL teachers required. Academic year 1982-83. Interviews 30th Aug. C.V. and photo to: Personnel Officer, Estudios Anglia, 13 MURCIA (Spain). (47675) 460000

ZIMBABWE
PETERHOUSE
Marondera
Because of further expansion, additional graduate staff are required for January, 1983 to teach:
Chemistry and/or Biology to 'A' level
Shona to 'O' level
French to 'A' level and other subjects to 'O' level or some combination of the above.
Peterhouse is an independent Anglican School, which is a member of the Headmasters' Conference (UK). All boarders non-racial; all staff are resident on the school estate; games and out-of-school interests are also necessary.
Please apply to The Rector, Peterhouse, P. Bag 3741, Marondera, Zimbabwe for further information and give personal particulars. 460000

Teacher required to teach French as a foreign language to children 8-14 years. Resident post in the Dordogne. French national preferred.
Apply: Mr. The Hampshire School, 69, Ennismore Gdns, London SW7 1NH. Tel. 01-584 2872/8 (61674) 460000

TURKEY
NISANTASI ANADOLU LISESI
ISTANBUL
REFERENCE: 82 S 60-61
TEACHER OF ENGLISH LANGUAGE AND LITERATURE beginner to 'A' level required for September 1982. Should have a Degree in English, good honours, and 1 year's teaching experience essential. Salary £5,000 approximately tax free. 1 year contract from September 1982, renewable.
Details and application form from The Council, Overseas Educational Appointments, Section E, 90, St Tottenham Court Road, London W1P 0DT. (39888) 460000

U.S.A.
Nanny wanted for a year plus. Must be educated (teacher trained) 18 plus, drive, non-smoker, love of children, good sense of humour. Cars of Nassau and Cape Cod. Own room, bath, T.V. in pool home. Reply now with photo no. detailing background, hobbies, experience with children, life-guard certificate, etc. Friedman, 1841 S.W. 87th Court, Miami, Florida 33157, USA. (61538) 460000

شركة سرت للنفط

DEPUTY HEADMASTER

Expatriate Primary School
Marsa-el-Brega, Libya.

(Appointment to commence September 1982)

SIRTE OIL COMPANY, the wholly owned subsidiary of the National Oil Company of Libya, invites applications for the post of Deputy Head at their modern, purpose-built English Primary School located at Marsa-el-Brega, on the Mediterranean coast.

The school provides education for 100 expatriate children between the ages of 5-11. It is run on a conventional British education system and is staffed by 6 resident, qualified teachers. Standards are high and the school is well-equipped with modern teaching aids.

The post involves classroom teaching, academic administration and the organising and direction of recreational/sporting activities as well as assisting in the administration of the Summer Recreation Programme.

Applicants, with relevant degree/academic qualifications, must have had at least 10 years experience in an English Primary school with 5 years spent in a supervisory/Deputy Head capacity (scale 3). Well developed administration skills are necessary and a flair for English studies would be advantageous.

Extremely attractive terms and conditions of employment apply. A fully furnished house, medical care facilities and generous home-leave entitlements are among the many other benefits available.

Please submit a detailed cv to:- Miss A. Webb, Associate Director, Lockyer Bradshaw & Wilson Limited, North West House, 119 Marylebone Road, London NW1 5PU, or alternatively telephone (01) 262 0181 (quoting ref SOL/5 LIBYA) For further details and an Application Form. Closing date for applications 11th June 1982.

SIRTE OIL COMPANY

SAUDI ARABIA

ENGLISH TEACHERS/INSTRUCTORS

Due to continued expansion of our activities in Saudi Arabia, we have vacancies for the following personnel:

PES 213/I — **ENGLISH TEACHERS/INSTRUCTORS**

Qualifications: Responsible for conducting and developing English courses to foreign students engaged on teacher training programmes. Work will entail senior staff development courses in English, reporting and assessment on progress.
Applicants must possess recognised teaching qualifications with a minimum of 5 years experience.

Contracts Details: Attractive 12 months renewable tax free contracts with free food and bachelor status accommodation. 14 days paid holiday at 4 monthly intervals with UK flights plus terminal leave and bonus.

Please write or phone for application form or send detailed resume of career quoting PES Ref No to:
PES (UK) LTD
ENDEAVOUR HOUSE
CLEVELAND CENTRE
119 ALBERT ROAD
MIDDLESBROUGH
CLEVELAND
TEL: M'BRO (0642) 249813/4 (AGY)

Senior Advisory Officer for Primary Education

Currently £15,525–£16,680

Soulbury Scale Burnham Group 11 Headship

Applications are invited for this important post which carries responsibility for the leadership and co-ordination of the work of advisers in primary education.

Applicants should be well qualified, have substantial successful teaching experience, and preferably experience of advisory work.

Application forms and further details from Director of Education, Staffing Section, County Hall, Chichester, West Sussex PO19 1RF, on receipt of sae. Completed forms should be returned by 16th June, 1982.

West Sussex COUNTY COUNCIL

SENIOR EDUCATION OFFICER (SCHOOLS)

Salary £15,321–£16,554

Applications are invited for this post which will become vacant on 1st September, 1982. Candidates should be graduates with experience of teaching and a wide knowledge of the administration of education services in local Authorities.

Further particulars and application forms are available from The Chief Education Officer, Shire Hall, Gloucester GL1 2TP. Closing date: 18th June, 1982.

Gloucestershire County Council

METROPOLITAN
BOROUGH OF KNOWSLEY
Readvertisement

GENERAL ADVISER WITH RESPONSIBILITY FOR SPECIAL EDUCATION

Burnham Headteacher Group 8

£12,540–£13,650

Applicants should be well qualified, experienced teachers with good organising ability who are able to offer advice on all aspects of the curriculum and organisation in Special Education and Remedial Teaching. It would be an advantage to have had previous experience as an Adviser or in senior management in the Education Service. The person appointed will have the opportunity to develop these services and to make a distinctive contribution to the Education Service in the area. Essential car user's allowance payable.

Further particulars and application form from Peter M. Heatley, BA, MILGA, FRSA, Borough Education Officer, Education Department, Huyton Hey Road, Huyton, Merseyside L36 5YH. Closing date 20th June, 1982.

WALSALL METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE

Applications are invited from suitably qualified and experienced applicants for the post of

DIRECTOR OF SCHOOL AND COMMUNITY AFFAIRS

at the undermentioned Schools.

The Education Committee is fully committed to support the provision of Community facilities in Schools. Its object in doing so is to involve the community in all aspects of the education of their children and to encourage the fullest use of the buildings and facilities for the benefit of all who seek to use their leisure in a positive and purposeful fashion.

Manor Junior School, Milton Street, Walsall WS1 4LA
Croft Street JMI School, Croft Street, Walsall WS2 8JR

Maximum salary payable: £9,432.

Application forms and further details must be obtained from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DQ on receipt of a stamped addressed envelope, to whom they should be returned by 15th June, 1982.

The Authority is an equal opportunity employer.

HERTFORDSHIRE COUNTY COUNCIL

Education Department

Principal Assistant Education Officer (Resources)

Salary NJC Scales £16,134–£17,550+£159 fringe area allowance
(Ref MAI/JE)

Applicants should either be graduates of a British University with good teaching and administrative experience or qualified accountants with relevant local government experience.

Assistant Education Officer (Schools)

Salary NJC Scales £12,690–£15,132+£159 fringe area allowance
(Ref PLW/13)

Applications are invited from graduates of a British University with good teaching and administrative experience for the above post.

Further particulars may be obtained from the County Education Officer, County Hall, Hertford, to whom application should be made in writing, quoting the reference above by 16th June, 1982.

PRINCIPAL ADVISORY OFFICER

£16,023 - £17,178 inclusive

(Soulbury Head Teacher Group II)

This major appointment in an outer London Borough bordering Kent carries full operational responsibility for a team of eight advisory officers. The vacancy arises on the present holder taking up an appointment with another Authority.

The Principal Advisory Officer, who is a member of the Schools Department's senior management team, reports directly to the Chief Education Officer for Schools and is responsible for advising on a wide range of educational matters including organisational changes and curriculum developments within schools; the appointment, probationary service and in-service training of teachers; and the inspection of schools.

The post offers stimulating opportunities for a candidate of imagination and initiative, with enthusiasm for educational development and high standards. Candidates must have proven teaching and management ability.

Forms and further details available from Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN or telephone 01-303 7777, ext. 542. For an informal discussion ring Mr. M. J. Long, Chief Education Officer for Schools on ext. 501. Closing date 25.6.82.

Closing date for this post has been extended.

Bexley London Borough

Royal County of BERKSHIRE

CAREERS OFFICERS

£5,811 to £7,296

Applications are invited from qualified Careers Officers and those completing training courses for the Careers Service in summer 1982, for posts to be based at Maidenhead or Bracknell. A further vacancy may occur elsewhere in the County during the summer. Berkshire is currently developing its service to meet the changing needs of young people and Government proposals. During 1983 computerised systems will be introduced. The work of the Careers Officer will concentrate upon work with young people up to and including 'O' level standard. Commencing salary will be dependent upon experience. Car allowance and assistance towards removal expenses may be available.

Fuller particulars from Director of Education (C), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date June 25.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.

OVERSEAS continued

SPAIN
Young teachers of EVL wanted for good school near Barcelona. Experience and spoken Spanish desirable. Good conditions. Full CV to: The English Centre, calle Aragones 180, 08021 Barcelona. (39548) 460000

SPAIN
English Young TEFL teachers required to start in October, send photo.
Write: Oxford Centre, San Miguel-16, Zaragoza. (383/41) 460000

Administration Local Education Authority

BUCKINGHAMSHIRE COUNTY COUNCIL

CAREERS OFFICER - ASYLESBURY VALE DIVISION

Salary Scale: APS/4/5 (£3652 - £7875 p.a.)

Progression to AP4 immediately following satisfactory completion of probationary year. A responsibility bar operates at the top of AP4.

Applicants should be qualified careers officers or students shortly completing a Diploma in Careers Guidance. This appointment will join a team of six officers working in this mixed rural/urban division.

Car user allowance. Removal allowances in approved cases.

Application form and further details from Chief Education Officer, County Hall, Aylesbury, Bucks, HP20 1UA on receipt of s.a.e. Completed applications should be returned not later than 14 days after the appearance of this advertisement. 161560 480000

EALING
LONDON BOROUGH OF EALING
EDUCATION SERVICE
ACTON TECHNICAL COLLEGE
TEMPORARY ADMINISTRATIVE ASSISTANT (ACADEMIC)
Salary: (AP4 Scale) £6,084 - £7,860 per annum inclusive.
Applicants should have administrative experience and a degree or equivalent qualification. In addition to assisting the Registrar, duties of the post include some examination administration and leadership of the Student Registration Office. This is a temporary post for five months to cover the poet's mother's maternity leave. For further details and application form, please contact The Registrar, Acton Technical College, High Street, London W3 9BG. Tel: 01-992 9377. Closing date 18th June, 1982. Ref: ED 586. (61543) 480000

TAMESIDE
METROPOLITAN BOROUGH OF TAMESIDE
EDUCATION DEPARTMENT
CAREERS OFFICER (INDUSTRIAL LIAISON)
AP4/APS - £6501 - £7875 p.a.

This is a post under the Government's 'strengthening' scheme and will be based at Ashton/Hyde Careers Office. Duties will include marketing work with employers, guidance, counselling and placing work with young unemployed, monitoring of the Youth Opportunities Programme and liaising with all other agencies concerned.

Applicants should preferably be suitably experienced in the careers service and should have obtained a diploma in Careers Guidance or equivalent.

Application forms and further details from Chief Personnel Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester OL6 6DL, to be returned by 16th June, 1982. (61537) 480000

DERBYSHIRE
COUNTY COUNCIL
CAREERS SERVICE
Applications are invited for the following posts in the Derbyshire Careers Service.

(1) DERBY AND SOUTH DERBYSHIRE AREA
Grade 3 Senior Careers Officers for the unemployed based at Derby.
Careers Officer, Salary A.P.4 - £6,501 - £7,191.
Those six permanent posts which are equal to experienced Careers Officers holding the Diploma in Careers Guidance. The successful candidates will be joining a strong and enthusiastic team in a large City Office.

(2) NORTH EAST DERBYSHIRE, CHESTERFIELD AND BOLSOVER AREA
1 Careers Officer based at Chesterfield Careers Office.
1 Careers Officer based at Staveley Careers Office.
Applicants for both these posts should be graduates or equivalent, and hold or expect to obtain the Diploma in Careers Guidance.
Salary AP3/4 (£5,568 - £7,191)
A casual car user allowance is attached to all the above posts. There is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances.
Further details and forms of application may be obtained from the Divisional Education Officer, County Offices, Matlock DE4 3AG (Tel: Matlock 3411, Ext. 6094).
Closing date 18th June, 1982.
Derbyshire County Council is an equal opportunities employer. (3610f) 480000

WEST SUSSEX
CAREERS OFFICER - NORTH EAST AREA
Based at Crawley Careers Office.
The Officer appointed will join an enthusiastic team who are responding to the challenges and opportunities in this progressive and well established new Town which includes London's second Airport - Gatwick.
Schools and industry together with the College of Technology and other specialist careers services develop and expand the close co-operation which already exists.
Salary within Scale AP3/4 (pounds 5,568 to pounds 7,191 plus outer London fringe allowance of pounds 1,191).
Commencing point according to qualifications and experience.
Officers successfully completing their initial year may progress up to the final point of AP4.
Appropriate car user allowance.
Closing date: 16th June, 1982.
Further details and application form from Miss Ford, County Careers Office, County Hall, Chichester, West Sussex PO19 1RF. Telephone Chichester 785100 Ext. 778. (3624f) 480000

Administration General

LONDON
THE CHILD POVERTY ACTION GROUP
seeks an
EDUCATION WORKER
to organise and promote its courses and education materials. The worker would be expected to develop materials, and teaching, particularly with trade unionists, and advise on our teaching materials and methods.
A background in education would be helpful plus some knowledge of welfare benefits and social policy issues.
For further information contact: Deborah Gibbons 01-348-3825. (4008f) 500000

City and Guilds of London Institute, Britain's largest testing and qualifying body in further education seek a

SENIOR RESEARCH OFFICER

for their Marketing and Policy Research Unit, based near Kings Cross.

The unit's main task is to provide a capability for market analysis and policy planning through investigation, analysis and evaluation of current and proposed Institute activities in order to establish their effectiveness in meeting market needs.

Applicants should hold a good degree in psychology or the Social Sciences and have a sound working knowledge of research methodology and sampling techniques. Experience, preferably wide ranging, of questionnaire techniques, interviews and analysis of the results of these is essential. Familiarity with computer analysis techniques, evidence of interviewing skills and knowledge of the education and training environment are desirable.

Salary: up to £11,000 (under review)

Application forms can be obtained from the Personnel Officer, 76 Portland Place, London W1N 4AA (phone 01-580 3050).

City+Guilds

Hestair Hope and The Times Educational Supplement.

The Brainwave Awards 1982.

A search for new ideas in education.

If you've an innovation to offer education we want to hear about it. The categories for this year's competition are Mathematics, Aids for the Handicapped, Geography, Home Economics, Reading Aids, Storage and Primary Science.

The overall winner in 1981 was Richard Hobbs, Former Head of North Lancing First & Middle School, Lancing, West Sussex. His moveable point dice has transparent surfaces and small moveable pieces on each face rather than dots and is an effective device for getting across simple ideas about numbers in a nursery or primary school.

Simply send us a photograph, illustration or prototype and a detailed description of your "Brainwave" together with an entry form. There's no limit to the number of entries you can submit!

£6,000 IN PRIZES

If your idea is commercially viable, there's a good chance Hestair Hope will produce and market it with royalty payments for you in return.

There is over £6,000 in prize money, a trophy for the overall winner plus framed certificates for all winners and runners-up from each category.

Hestair Hope Limited,
St. Philip's Drive,
Royton, Oldham, OL2 6AG

The Times Educational Supplement,
Priory House, St. John's Lane,
London, EC1M 4BX

Entry forms and further details can be obtained by telephoning Wendy Perrins on ☎ 061-652 1411 or simply fill in the coupon below.

The closing date for all entries is 15th October 1982.

To: The Brainwave Competition 1982, The Marketing Department, Hestair Hope Limited, St. Philip's Drive, Firwood, Royton, Oldham, OL2 6BR. FREEPOST NO STAMP NEEDED.

Name
School/Establishment
Address
Postcode

ADMINISTRATION GENERAL
continued

LONDON
APPOINTMENT OF MANAGER REQUIRED FOR SEPTEMBER 1982. Dulwich College requires a Manager to take responsibility for the Dulwich College Friends of Sports Club. The Sports Club, now three years old, has an active membership of 500 who use the excellent sports facilities of the College on weekday evenings, weekends and during school holidays.
The successful applicant will be expected to take complete responsibility for the Sports Centre outside school hours, as well as co-ordinating the range of activities taking place in the swimming pool and on outdoor facilities.
There will be opportunities for coaching in specialist sports and possible responsibilities for financial affairs.
Applications are invited from P.E. specialists and graduate recreational managers.
Salary dependent upon age and experience but not below £6,500.
Please apply with names and addresses of two referees and curriculum vitae enclosed.
Further information available from: The Master, Dulwich College, London, SE21 7LD. (01-693 3601) 500000

Child Care

LANCASHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

BROUGHTON TOWER RESIENTIAL SCHOOL
Broughton-in-Furness, Cumbria

PRINCIPAL CHILD CARE OFFICER

Salary Scale R.C.C.O. 3 £8,652 – £9,333 (if qualified £6,696) p.a.

Applications are invited for the above post at this residential special school for primary age maladjusted children of both sexes. Applicants must have previous relevant experience and should hold an appropriate qualification.

Application forms and further details are available from the Chief Education Officer, P.O.Box 61, County Hall, Preston PR1 8RJ (Tel: Preston 56 3760) to whom they should be returned by 17th June, 1982 quoting reference AS/81/P1. Intending candidates are welcome to visit the school and discuss the post with the Headteacher (Tel: Broughton in Furness 242). (61982) 540000

Salary within the Soulbury Scale for Educational Psychologists.

£7,596 (Point 6) - £12,810 (Point 22).

Removal expenses and lodging allowance in approved cases. Travelling allowance in accordance with the County Council's current scales.

Closing date: 30th June, 1982.

Application forms and particulars for the above post (sae foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire. DE4 3AG.

Derbyshire County Council is an equal opportunity employer. (48/82) 560000

Education Psychologists

DERBYSHIRE
COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGISTS (3 posts)

Applications are invited for appointment as Educational Psychologist to be a member of an Area Team based in either the Derby, Ripley or North Derbyshire areas.

Applicants should possess an honours degree in psychology, teaching experience and a postgraduate qualification in educational psychology.

Examiners

GCE Examinations (past or present) required to write or edit instructional material at 'O' and 'A' level in Business Studies, Accounts, Physics and Biology. Generous terms to Examiners who can offer a modern and sparkling treatment.
Please write in confidence stating subjects, qualifications and examining experience to Box 1359, The Times, WC1X 8EZ. (61941) 600000

Miscellaneous

VIOLINIST required to lead Cambridge Philharmonic orchestra and provide string coaching. 5 concerts p.a., Monday evening rehearsals. Apply Secretary, 4 Carl Street, Cambridge. (0223) 660000

A Training Career in Pharmaceuticals

If you are a life-science graduate, aged between 24 and 35, a good communicator, enjoy working with others, and have formal training or teaching experience, this could be your opportunity for a very satisfying career.

We are looking for a Training Officer to join our established team of trainers. Your job will be to help develop and implement medico-technical training programmes for our medical sales staff equipping them for their role of informing doctors about our ethical pharmaceutical products.

We are the UK subsidiary of an internationally renowned pharmaceutical company producing prescription medicines for a wide range of therapeutic applications and having new and interesting products in development.

Salary will depend upon qualifications and experience. Benefits include an excellent contributory pension scheme, life assurance and private health insurance.

Please apply in writing providing brief details of your education and career to:
Mr. R. G. Carter
Personnel Development Manager
Schering Chemicals Limited
The Brow, Burgess Hill
West Sussex, RH15 9NE

SCHERING

EDITOR

The School and Further Education section of Cambridge University Press is looking for a young and energetic editor to handle and develop its Mathematics list.

The successful candidate should have a strong mathematics background and at least 3 years' relevant editorial experience. The post offers scope for initiative and new ideas and the chance to work in an expanding area of the Press's publishing. The work would involve collaboration with the School Mathematics Project and experience of working with individual outside bodies would be a considerable advantage.

The salary will be on a scale from £6,801–£9,477 and relocation expenses will be paid where appropriate.

Please write giving full details of education and experience to:

Mrs Jenny Jullien, Personnel Manager

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

ilea Inner London Education Authority

INSPECTOR OF ART AND DESIGN

Salary Range: £13,092–£14,688
plus £1,104 London Weighting Allowance

The Inspector of Art and Design advises upon and inspects art and design in educational establishments mainly in the Authority's five Divisions south of the Thames.
The Inspector will join a team of six inspectors who collectively exercise responsibility for Art and Design education at all levels. The team is based at the ILEA Teacher's Art and Design Centre, Oswin Street, London SE11.
Applicants should have substantial teaching experience in schools and experience of advisory work would be an advantage. A sound knowledge of current issues in art and design education is essential and applicants will be expected to have achieved particular expertise in one or more branches of the subject.
Application forms and further details are available from the Education Officer (EO/Estab 1b) Room 365, County Hall, London SE1 7PB. (Please enclose a stamp addressed envelope).
Closing date for the return of completed application forms to the above address is 28th June, 1982.

ASSISTANT TO EDUCATION OFFICER

Required by Examinations Department of professional institute to assist in administration of examinations. Applicants should be 25 plus with minimum 'O' level English, 60 wpm typing and audio. Previous experience in Examinations Department preferred. Salary negotiable, bonus scheme + L.V.'s.
Write under private and confidential cover, enclosing C.V. to:

Mr. M. A. Smith,
Institute of Administrative Accounting,
Walter House,
418–422 Strand,
London WC2R 0PW

ST CHRISTOPHER'S CH(E)
Dingonhill Close, Hayes, Middlesex

TEACHER BUILDING STUDIES Scale 1

The present holder of this post is returning to Australia and we are seeking a qualified Teacher or Instructor to join our team of 6 teaching staff at St Christopher's.
Knowledge of career counselling and arranging work experience/job opportunities would be helpful. We wish to develop our contacts with local industry.
To enable the staff to achieve the high professional standards required, we offer:
A stimulating and creative working environment
Consultative input
Training and development opportunities
A purpose built establishment
A participative, democratic style of management
A central location – easy access to Central London and pleasant countryside.
Applicants must be flexible in their approach. We are particularly interested in candidates who are keen to promote the multi-racial aspects of our society.
In addition to basic salary the post has £960 Special Responsibility Allowance and London Weighting of £498 pa (unqualified Teachers appointed to Instructor Scale and do not receive SR Allowance.
For more information please contact either Keh Hunter (Principal) or Kath Lewis (Assistant Principal – Head of Education). Visits are very welcome – telephone 01-561 1299 (4 lines).
Application forms from Personnel Officer (Ref. SS/28/23XE), Civic Centre, Uxbridge, Middlesex. Tel: Uxbridge 50589 (24 hour Ansaphone).

LONDON BOROUGH OF Hillingdon

Senior Education Welfare Officer

Salary £7,371–£7,875

Required at the Area Education Office, Exeter to lead a team of seven Education Welfare Officers. A CQSW qualification is desirable together with previous experience in the education welfare or similar service.
Application form and further details (s.a.e. please) from Chief Education Officer, County Hall, Topsham Road, Exeter EX2 4QG returnable by 18th June, 1982.

DEVON

EDUCATIONAL REPRESENTATIVES

1. N. London, E. Anglia
2. S. London, Surrey, Kent, Sussex

We are looking for two representetives to promote textbook sales to schools, polytechnics, universities and EFL institutions.

Ideally, candidates will be graduates, between 25 and 35, with relevant selling or teaching experience. EFL experience would be a distinct advantage.

The salary is on an incremental scale which is reviewed annually and is currently £6,757-£8,967. The starting point on the scale will be determined by the degree of experience brought to the job; and the top rate is generally paid after a maximum of four years. The pension scheme and all other terms and conditions of employment are first class. A car will be provided. The successful candidates will be expected to live on the territory.

Please apply in writing with a full curriculum vitae to:
Dennis W. Stanton, Home Sales Director.

CAMBRIDGE UNIVERSITY PRESS

Regional Director of Child Care – Scotland

Salary PO1 / PO2 + Car
(Re-advertisement)

Save the Children Fund is looking for a Regional Director to manage and develop the work in Scotland. They will be based in Edinburgh and be responsible for grant-aid negotiations and liaison with local and central Government Authorities and other voluntary organisations in Scotland. The post offers the opportunity of developing new ways of meeting children's needs and of linking the work of staff and volunteers.
The Regional Director will be part of the Senior Management team which has corporate responsibility for Save the Children's work throughout the UK.
We are looking for someone who is both interested in establishing new projects for children and young people and has wide experience in management and staff support systems. They should be professionally qualified and able to work positively with volunteers and fund-raising branches.

Head of Development Section

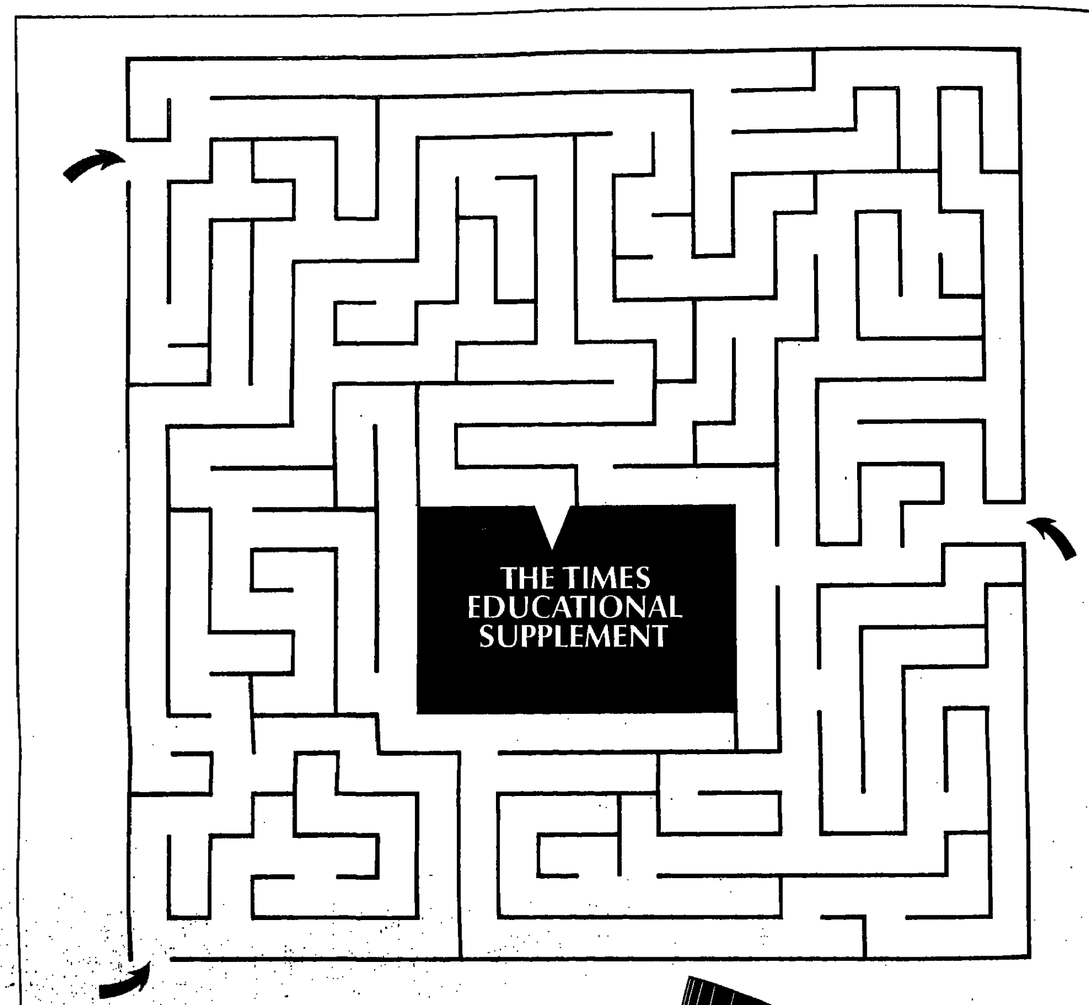
Salary Related to PO1 / PO2 + Car

Applications are invited for the above post which is vacant following internal promotion: The development section is responsible for information, research, staff development/training and planning papers in respect of Save the Children's childcare work within the UK. It offers the opportunity of close liaison with the Press and PR and Fund Raising departments.
We are looking for someone who has sound practical and management experience and who is well qualified both academically and professionally. They should be sensitive to the need for good communication networks and interested in the work of the Fund as an organisation.
The Head of the Development Section is a member of the senior management team of the Child Care department which takes corporate responsibility for a wide ranging, multi-disciplinary range of work throughout the country.
Application forms and job descriptions for both posts from: The Personnel Officer, Save the Children Fund, 157 Clapham Road, London SW9 0PT.

Informal enquiries to:
Rachel Jenkins, Director of Child Care,
Save the Children.
Tel: 01-582 1414.

Closing date for applications:
18th June, 1982.

Save the Children



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Overseas subscribers should write for information to the address above.

MISCELLANEOUS

continued

CALEDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
EDUCATIONETIC PHYSICAL PERCEPTION SERVICE
EDUCATION CENTRE
Wellholme Park, Illingbrond Wellholme Park, HX2 9HA
Well, Halifax, HX2 9HA
Required from September, 1982 a well qualified and experienced teacher of Physical Education (Scale 2), to join a team of specialists working in a number of primary schools on peripatetic basis, and in special assessment and Physically and/or mentally handicapped pupils in all parts of Calderdale.
The successful candidate will be required to hold a responsible post within the Gymnastics section of the School of Physical Education. The post will entail supervision and administration of school hours gymnastics classes. The section caters for all level of gymnastics. It will be essential for applicants to be capable of coaching gymnastics to girls up to a high standard. The equivalent of car user allowance is payable.
Application forms and further details obtainable from the head of the P.E. team, to whom completed forms should be returned by 18th June, 1982. (61878) 660000

HERTS COUNTY COUNCIL

THE NATIONAL EXTENSION COLLEGE
in association with Herts County Council

FLEXIBLE LEARNING IN SIXTH FORMS

A teacher/reasearch worker is required by the National Extension College for a two year period to work with flexible learning schools, using NEC learning materials.
The post will involve studying the use of existing learning materials and adapting these in association with NEC and Hertfordshire Educational Research and Development Centre.
The applicant should have teaching experience with the 16-19 age group.
The post will be based at the National Extension College in Cambridge.
Salary approximately £9,000 per annum. Secondment will be acceptable.
Further details: Janet Bolton, NEC, 19 Brooklands Avenue, Cambridge, CB2 2HN. Tel: Cambridge (0223) 316644. (61698) 660000

NORTHAMPTONSHIRE
Alternative employment for teachers 'Careers in Radio', 'Careers in TV', 'Careers in Librarianship' £1.50 each; all three £4.00.
Dept. 26, Hamilton House Publishing, Tring, Herts. Egmont. Access/Visa welcome. Phone 0601-346 12. (61998) 660000

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
Industrial Language Service
LECTURER I
Applications are invited from people interested in joining a small team specialising in the field of Industrial English Language Teaching and Communication Skills Training. Applicants of backgrounds may be considered, including English language teaching, community work, industrial experience or knowledge of an Asian language.
Salary range £5034 - £6658
Application forms and further details (from Director of Education's Department, P.O. Box 41, Oldbury, High Street, West Bromwich. Canvassing of members of the Authority will disqualify. An equal opportunity employer. (58708) 660000

HERTS COUNTY COUNCIL

THE NATIONAL EXTENSION COLLEGE
in association with Herts County Council

FLEXIBLE LEARNING IN SIXTH FORMS

A teacher/reasearch worker is required by the National Extension College for a two year period to work with flexible learning schools in Hertfordshire and adjoining areas in association with NEC and Hertfordshire Educational Research and Development Centre.
The applicant should have teaching experience with the 16-19 age group.
The post will be based at the National Extension College in Cambridge.
Salary approximately £9,000 per annum. Secondment will be acceptable.
Further details: Janet Bolton, NEC, 19 Brooklands Avenue, Cambridge, CB2 2HN. Tel: Cambridge (0223) 316644. (61698) 660000

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MINERVA Outdoor Ventures, experts in Outdoor Education for the young, invite you to bring a school party to our Ilurnimare Camp, in the Brecon Beacons, South Wales. We specialise in Adventure Weeks and Field study courses, individually designed to suit your own special requirement. Canoeing, rock trekking, climbing, archery, riding and much more, in small groups and suitable safety. We are very experienced and pride ourselves on our safety supervision. Ideal for the summer term. 1982. HLEA approved. You, first time? Don't worry. We take all the problems of your first term our specialty. Details from Minerva Outdoor Ventures, Crosby House, Eaton Road, Hove, Sussex, BN3 3PD. Tel: 04903 445383. (61761) 660000

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
STAVELTIE OUTDOOR EDUCATION CENTRE
(Near Llandrindod)
WARDEN/INSTRUCTOR
Applications are invited from suitably qualified and experienced persons for the above post to commence on 1st September, 1982, or as soon as possible thereafter. Salary (assuming salary within Grade C, Scale 2 at present £5448 - £6942 + £934).
Application forms and further particulars obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, Powys, (s.a.e. foolscap please) to whom completed forms should be returned by 25th June 1982. (35706) 660000

English as a Foreign Language

£1,000.00 COMMISSION is yours if, e.g. you send our School just 2 groups of 12 EFL Students for a 4 week course. Commission on smaller groups payable pro rata. Contact: ITS English School, 44 Cambridge Gardens, Hastings. Tel: 436025 or 715971. (44090) 760000

EAST SUSSEX
SUMMER SCHOOL
The Summer School held from 4th July to 28th August, for children aged 7 - 16 requires the following staff: JEFL teachers qualified and/or experienced, also willing to assist with sports, and social activities.
Qualified sports coaches to various sports, also willing to assist with teaching duties.
All applicants must drive.
Applications with CV and the names of referees to: The Principal, Buckswood Grange, Uckfield East Sussex, from whom further details can be obtained. (40078) 760000

KENT
Qualified and experienced T.E.F.L. staff required by Recognised Language School. £105 p.w.
Write enclosing brief C.V. to Mark Anderson, Director of Studies, Churchill House School of English Language, 42 Spencer Square, Ramsgate, Kent. (35713) 760000

LONDON
ANGLO-CONTINENTAL EDUCATIONAL GROUP
Applications are invited for temporary teaching positions from 21st June for varying periods up to 10 weeks at the ANGLO-CONTINENTAL SCHOOL OF ENGLISH, LONDON W5 Tel: 01-992 6636.
Applicants already known to us should phone with information as to their availability. New applicants (graduates) experience and TEFL expertise are prerequisites) should phone the school and ask for an application form. (40187) 760000

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
INDUSTRIAL LANGUAGE TRAINING
TUTOR-IN-CHARGE
Required from September 1st 1982, or as soon as possible after that date. The Tutor-in-Charge will be responsible for organising and executing English language training and development programmes for adult employees.
The successful candidate will have experience in one or more of the following industry, marketing, work with ethnic minority groups, designing and teaching EFL courses.
Salary will be in accordance with the Burnham Further Education Report Lecturer Grade Scale £6,699 - £10,491 (currently under review).
For further details and an application form contact: Northampton Industrial Language Training Unit, John Clare House, Kettering Road, Northampton NN1 4AD, enclosing a stamped addressed envelope. Closing date for applications is Friday 18th June, 1982. It is hoped to hold interviews before the end of June. (61686) 760000

SPAIN
Director of Studies for Language School Feb. 1983 onwards. Min. 2 years' experience in T.E.F.L. qualifications, preferably Cambridge. Responsible job.
Apply with complete details, Canovas Del Castillo 5, Cadiz, Spain. (39317) 760000

Girl Teacher with RSA Teachers Certificate (Part 1) is needed in Germany from 1st September 1982 to 1983 to help with elementary activities with overseas students in a small village (Area) situated in a beautiful area 30 miles from Frankfurt. Good salary + free board and lodging. Please write to: The Principal, Box No. 2078, Times Educational Supplement, 26 Red Lion Square, London WC1R 4HQ. (35687) 760000

Outdoor Education

BUCKINGHAMSHIRE
Experienced Scout and Life Skills tutor required for contract work with U.K.P. Limited, Slough, Berks. Apply to: Minerva Outdoor Ventures, High Wycombe (40333). (57749) 660000

DEVON
SKERN LODGE OUTDOOR CENTRES
Late Booking Bargains Remain Weeks
Small centres with a responsive range of activities. Adventure Weeks, your own programme planned for your specific needs. Homely atmosphere, good food & qualified staff.
Telephone (02872) 5892 or Barry Robinson, Mark Cheke, Rockwell, Appledore, North Devon. (61685) 660000

DYFED
DYFED ACTIVITY CENTRE
Centre situated in the Preseli Mountains National Park in an area of outstanding natural beauty, offering excellent facilities for field studies. Activity Adventure weekends, training courses, and holidays for industry, commerce, and schools through your requirements. Accommodation for 60 persons. Activities include canoeing, sailing, orienteering, caving, climbing, abseiling, etc. Excellent food. Licensed premises. Activity Assessment Courses. Full time places for September in Outdoor Activity Leadership & Education. Apply to: Mr. & Mrs. Edmunds, Dyfed Activity Centre, Maenclochog, Dyfed. Tel: 09912 (36859) 660000

TEACHERS OF ESP/EFL

SLS (Directors) Ltd. the Professional Register of Teachers of ESP is interested in hearing from:
1. Teachers of ESP with relevant qualifications/experience.
2. Graduate male teachers of EFL with a minimum of two years' experience and relevant qualifications.
No charge is made for registering and for eventual Job placement.
Apply to: The Secretary, SLS (Directors) Ltd., Cromwell House, 14 Gillygate, York. (24145) 760000

TEMPORARY QUALIFIED TEACHERS with EFL experience. Required July and August to teach ENGLISH to foreign school children and participate in activities/excursions during study holidays in Bucks., Devon, Essex, Greater London, Hants., Herts, Kent, Surrey, and Sussex.
Please apply on a postcard quoting reference TAIS/HE to: Shiplounge, 37 Heron Road, Twickenham, Surrey. (38041) 760000

Vocational Studies require qualified, experienced EFL teacher also able to supervise boys' tuition and assist with sports on 4 week residential Course for students 11 - 16 this summer.
Details from:- Vocational Studies, Penns Oak, Tyehurst, Newbury, Berkshire RG14 6JT. (61946) 760000

ENGLISH TO FOREIGN STUDENTS
Tutors, graduates or qualified teachers, preferably experienced, required for Tewkesbury, Reading, Bedford, Teignbridge, Worthing, in July and August. Telephone Oxford 40814 or write John Woodley, Contract, 01/15, 9/15 High Street, Oxford. (35418) 760000

Appointments Wanted

PARIS
FRENCH WOMAN TEACHER 35, Dr es Lettres, Psychology graduate, former teacher Ecole, Active Bilingue of Paris, 4 years experience French & Latin, fluent English, seeks teaching post in London or suburbs from Sept. 82.
Alice TIBI, 13/15 rue Faitcien David, 75016 Paris. (36056) 720000

NATIVE FRENCH TEACHER, male, 36 degrees: Social sciences, Journalism, Psychology and Business management. Experienced teacher of French for Business at top level in City companies. Seeks regular appointment as lecturer/tutor in College/University School of Business etc. Write Box 2082, The Times, WC1X 8EZ. (36009) 760000

PERCUSSION lessons given by professional percussionist (A.R.C.M.) all standards. 568 9840 anytime. (36061) 760000

PROFESSIONAL Percussionist (A.G.S.M.) seeks Teaching Contract in West London (and countries) 568 9840 anytime. (36060) 760000

Speech and Drama Teacher, L.L.D.M., 30 years experience requires a part-time post. Private or Independent school. Stratford-on-Avon area commencing September, 1982.
Write: 10 Woodside Gardens, Tottenham, London N17 8UY. (36374) 760000

Education Courses

LEICESTERSHIRE
LEICESTER POLYTECHNIC
MICROPROCESSORS AND MICROTECHNOLOGY FOR TEACHERS
3 day course (with option to stay for extra days) 8th or 10th September 1982. Or 6th to 8th March 1983. Fee: £60 for 3 days: £85 per day.
Details: Telephone Diane Wilkins, Leicester 20633 or 29479. (36038) 760000

LEARN TO TEACH ENGLISH (EFL)
Half Term and Summer
One Week Residential courses at Kent University, Canterbury.
The course (Part-Time, Full-time or as a practical and thorough introduction to the Teaching of English as a Foreign Language in one week.
From £70 p.w. Inc. V.A.T.
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UNIVERSITY OF LONDON GOLDSMITHS' COLLEGE
Part-Time Degrees
Day or evening study
Psychology Anthropology and Psychology
Four year courses.
Psychology courses include: personality, abnormal, developmental, physiological, social, abnormal, developmental & cognitive psychology.
Anthropology courses include: religion & symbolism, ethnography, arts & gender, social change.
Full details from Admissions Office, Goldsmiths' College, New Cross, London SE14 6NW. 01-692 7171. (61886) 760000

LONDON
LONDON MONTESSORI CENTRE
Practical workshop in Montessori Teacher training and Montessori Apparatus, to be held at our modern London Centre commencing 12th July for two weeks. First class introduction to Montessori system of education.
Apply now: Director of Workshops, London Montessori Centre, St. Marks Hall, Bolderton Street, London W1Y 1TG, England (735A) (354281) 760000

LONDON
THE NORTHCOFF-ROBBINS MUSIC THERAPY CENTRE
MUSIC FOR THE HEARING IMPAIRED
CAROL & CLIVE ROBBINS
A One Day Course at Burch House, New End Square, Hampstead, NW3. Saturday 19th June, 1982.
Details from: The Secretary, The Northcoff-Robbins Music Therapy Centre, 3 Leighton Place, London NW5 1QL. Tel. 01-267 6606. (35944) 760000

LONDON
ONLY-CONNECT COURSES
TRAIN TO LECTURE IN BUDDHIST METHODS
Purpose of course to equip adult, experienced teachers or lecturers who are honours graduates to lecture to students - for good remuneration.
Nature of future work: part-time lecturing (holidays or term-time) Nature of the course: three days, non-residential. 9am to 5.30pm daily plus a comprehensive reading list.
Dates of courses: Last two weeks in June, first two weeks in July. (weekends or week days, as preferred). lecturing assignments will begin: July 1982.
Cost of the course: £45 + VAT.
Applications: write to ONLY-CONNECT study methods courses 359 The Strand WC2, stating qualifications, experience Tel. No. or Tel. 354-5854. (40081) 760000

SUSSEX
HARPSICHORD COURSES
HARPSICHORD, SPINET and Clavichord Kits. Residential instrument making course 9th to 19th July.
John Storrs, Hunston, Chichester, Sussex. (0243) 776 883. (38089) 760000

Matlock College of F.E. Summer Courses July 19th - 23rd. Practical Drama, Parks, Puppets Rearing. £75, non-residential £55. Write as soon as possible to Graham Loughton, College of F.E., Borders Lane, Loughton, Essex. (40118) 760000

ANGLO-WORLD EDUCATION LTD.

PRINCIPAL

Applications are invited for the post of Principal of our Language Centre in Cambridge due to the forthcoming retirement of the present Principal. We are looking for a graduate with suitable EFL experience and qualifications who has held a similar post at home or abroad involving administrative as well as academic responsibilities.

For further details please write only, enclosing a brief career outline, to:

Company Secretary
Anglo-World Education Ltd.
130-136 Poole Road
Westbourne
Bournemouth BH4 9EF

ADVANCED COURSE IN SPEECH AND DRAMA

Involving Drama and Theatre in education, group exploration, personal writing, movement, voice, language study and production work, for teachers with at least three years' experience in any field of education. A few places are available for September 1982.

For further details apply to:
The Registrar
Central School of Speech and Drama
Embassy Theatre
Eton Avenue
London NW3
or Tel. 01-722 8183

UNIVERSITY OF LIVERPOOL
1st–3rd September, 1982

EXPERIMENTAL BIOLOGY II

A Course for Teachers

This is a residential course for "A"-level Biology teachers, designed to provide through lectures, demonstrations and simple practicals, a discussion of recent advances in major subject areas relevant to current GCE Biology syllabuses. This year's topics are plant ecology (ecosystem functioning, competition and evolutionary adaptation), genetics (variation its causes and implications) and animal biology (sense organs, reproduction and reproductive strategies).

Places on the course are limited and those interested should write for further details as soon as possible to: Dr D. Ensor, Experimental Biology Course, Department of Zoology, University of Liverpool, PO Box 147, Liverpool L69 3BX.

Garnett College

Education and Training for Teachers and Administrators in Further Education

Applications are invited for the following courses:
BACHELOR OF EDUCATION Council for National Academic Awards
Three years' part-time study. Prepares candidates for further study and research in further education. Candidates should be serving teachers with an initial teaching qualification and a minimum of two years' teaching experience.
DIPLOMA IN FURTHER EDUCATION
One year full-time or three years' part-time study. Relates the study of further education to contemporary educational theory and to current developments. Candidates should have reasonably substantial teaching or administrative experience in further education, administration or industrial training.
DIPLOMA IN EDUCATIONAL MANAGEMENT University of London
Two years' part-time study. Aims to provide a sound academic grounding in educational management and an opportunity to improve management skills. Candidates should have reasonably substantial teaching and/or administrative experience in further education or associated fields.
DIPLOMA IN EDUCATIONAL TECHNOLOGY University of London (for Further Education)
Two years' part-time study. Develops professional competencies in the management and organisation of learning resources. Candidates should have initial professional qualifications and be experienced teachers, librarians or administrators in further or higher educational establishments, local government service or industrial training.
SHORT COURSES
A range of short courses is run throughout the year by the Garnett Centre for Short Courses and Curriculum Development. Copies of the programme are available on request.
CERTIFICATE IN EDUCATION Council for National Academic Awards
Sandwich or part-time courses extending over one, two or three years. Provide a basic course in the theory and practice of further education for those engaged in teaching or training in post-compulsory education.
The College welcomes applications from all suitably qualified persons including those from minority or disadvantaged groups.

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Candidates should apply as soon as possible, specifying the course(s) in which they are interested, to the Principal (Ref. TES), Garnett College, Downshire House, Roehampton Lane, London SW15 4HR. (Telephone: 01-789 6533).

Teaching English Overseas

THE BRITISH COUNCIL

BAHRAIN

Senior Teacher of English, The English Centre British Council, Manama

Reference: 82 D 17

Duties: To teach 18 hours per week and take responsibility for a specific major development aspect of the Centre's work in Agreement with the Centre Director.

Qualifications: Candidates should be single qualified teachers with a degree preferably in English, Modern Languages or Linguistics plus a one-year postgraduate TEFL/TESL qualification and a minimum of 3 years TEFL/TESL experience which should include some experience of materials writing, teacher training, administration, or language needs analysis.

Salary: £6900–£9417 pa tax free according to qualifications and experience.

Benefits: 2 year contract; fares; baggage; accommodation allowance, medical scheme; 45 days annual leave plus 20 public holidays; mid-tour passage paid leave on initial 2 year contract.

Starting date: 1 September or earlier by arrangement.

CHILE

Teacher/Teacher Trainer in English as a Foreign Language, Instituto Chileno Britanico de Cultura, Santiago

Reference: 82 D 22

Duties: To teach English as a Foreign Language with some ESP/EAP from Elementary to CPE levels; to train prospective teachers of English in English, Methodology and associated subjects up to and beyond RSA Certificate.

Qualifications: A degree and postgraduate ELT qualification and minimum of two years EFL experience, preferably overseas. Teacher-training experience desirable.

Salary: £7915–£9960 pa.

Benefits: Overseas allowance; return fares for teacher and spouse; baggage allowance; accommodation; medical benefit; passage paid leave; superannuation; employer's share of National Insurance; local contract guaranteed.

Starting date: 1 September 1982.

ITALY

Assistant Director of Studies (Methodology), The British Council, Naples

Reference: 82 D 46

Duties: Responsibility for academic management for all EFL courses in cooperation with course coordinators. Syllabus design and revision, direction and supervision of tests/examinations, evaluation and piloting of materials, liaison with the Teachers Centre, supervision of ordering, production, classification and storage and retrieval systems for written and recorded teaching materials. Responsibility for monitoring courses, supervision of teachers and student counselling. Liaison with other Council Offices and outside bodies.

Qualifications: Relevant first degree, TEFL qualification, and at least five years TEFL experience preferably with one year of relevant professional responsibility. An MA in Applied Linguistics and some knowledge of Italian are desirable.

Salary: £8498–£7841 pa tax free.

Benefits: £660 pa local allowance; travel; baggage; medical scheme; £800 married allowance; 2 year contract, renewable.

Starting date: 1 September 1982.

SOVIET UNION

English Language Teaching Assistants, For universities and institutes of higher education in Moscow and other major cities in the Soviet Republics

Reference: 82 B 8–26

Qualifications: Candidates should hold a degree with PGCE and relevant teaching experience. An ELT qualification and/or experience are desirable. One senior post in Moscow requires also a qualification in linguistics.

Salary: 400 Roubles per month (present rate of exchange £1 equals 1.30 Roubles) non-convertible. Sterling subsidy of £3552 pa paid in Britain. £4367 for the Senior post in Moscow.

Benefits: Subsidised accommodation. Superannuation contribution.

Contract: From September 1982 for one academic year of 10 months renewable.

YUGOSLAVIA

Lectors in English For the Universities of Novi Sad, Nis, Skopje and Zagreb

Reference: 82 B 62–67

Qualifications: Candidates must be British Nationals, preferably single with a degree in English, a TEFL qualification and 2 years teaching experience.

Salary: The local salaries vary between 7,000 and 14,500 New Dinars (£1 equals 83 ND) dependent on accommodation allowances. Additional sterling subsidy of £2368 pa paid in UK.

Benefits: Superannuation contribution; 1 year contract, renewable commencing September 1982.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries. The posts listed below tenable from September 1982, are among the 150 established under the Scheme.

IVORY COAST

ESP Lecturer, Institut National Superieur de L'Enseignement Technique (INSET), Abidjan

Reference: 82 K 42

Duties: To teach ESP in mechanical engineering, electrical engineering, electronics and metallurgy to classes of 15 French speaking students, mainly Ivorian, for 12 hours per week; to produce written and audio-visual materials; to assist in the control of examinations.

Special Qualifications: 5 years relevant experience overseas including Africa; ESP teaching experience essential; knowledge of French useful.

Salary: £8735–£10785 per annum.

Overseas Allowance: £2107–£8623 depending on salary level and marital status.

SYRIA

2 English Language Advisers, University of Aleppo

Reference: 82 K 37–38

These two posts, one senior and one junior, have been created to establish, inaugurate and develop an ELT Advisory Centre at the University of Aleppo. The following duties will be largely shared, but the senior postholder would take overall responsibility.

Duties: To advise on professional ELT matters at all levels; to assist the creation of a professional cadre of English teaching staff including in-service training and career development; to design and supervise an English training programme for University staff/Postgraduate students; to supervise Centre staff; to establish and supervise an English teaching reference library and to assist in improving English language examinations.

Special Qualifications: Minimum 5 years relevant experience overseas, preferably in tertiary/further education. Experience in ESP teaching/materials production essential teacher training experience, knowledge of French or Arabic useful.

Salary:
Senior post: £12035–£13895 per annum.
Junior post: £9990–£11610 per annum.

Overseas Allowance: £nil–£3533 per annum depending on salary level and marital status.

ZIMBABWE

Curriculum Development/ Materials Production Adviser, Primary Education Development Unit, Ministry of Education and Culture, Salisbury

Reference: 82 K 17

Duties: To design a programme of training for materials writers who will be engaged in the production of teaching materials for all primary grades; to organise, in collaboration with 2–4 Ministry of Education and Culture Curriculum Developers, a coordinated series of local writers workshops; assisting in the overall planning of the English course for all primary grades; assisting with in-service teacher training with regard to new materials; assisting in printing and producing materials.

Special Qualifications: Curriculum Development Component in EFL qualification. 5 years experience in production of materials in a developing country is essential. In-service teacher training experience is desirable.

Salary: £9960–£13895 pa.

Overseas Allowance: £nil–£1033 depending on salary level and marital status.

General Qualifications: Essential for the above posts: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3–5 years teaching experience, including at least 2 years TEFL overseas. All candidates must be UK citizens, preferably aged 30–50, with a British educational background.

Benefits: Salary free of UK income tax; variable overseas allowances according to marital states and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contracts: Contracts will be for 2 years initially with the British Council.

Closing date for applications: 14 June 1982. Interviews in June/July 1982.

For further details and an application form, please write, quoting the post reference number, to: KELT Section, Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

Science and Mathematics Education Overseas

The following posts are funded under Britain's programme of aid to developing countries.

THE BRITISH COUNCIL

GHANA

Lecturer in Science Methods, Institute of Education, University of Cape Coast

Reference: 82 K 40

Duties: To be responsible for the on-going curriculum development work in science in the teacher training colleges; to organise writing workshops and regional in-service seminars; to visit colleges and develop and maintain contact with tutors; to contribute to the production of new materials; to act as an external examiner; to review the science work at the Advanced Teacher Training College and to coordinate the moderation of their science examinations; to lecture to a limited timetable.

Qualifications: MSc/MEd plus a science teaching qualification. At least 5 years experience, preferably in the first 9 years schooling. Teacher training and previous experience in Africa essential.

Lecturer/Senior Lecturer in Mathematics, Institute of Education, University of Cape Coast

Reference: 82 K 39

Duties: To coordinate and improve the mathematics curriculum in the 3 year post-secondary training colleges; to visit and advise the colleges; to hold in-service courses for mathematics teacher trainers; to control the annual final mathematics examinations in the colleges; to lecture to a limited timetable.

Qualifications: MSc/MEd plus a mathematics teaching qualification. At least 5 years experience preferably in the first 9 years schooling. Teacher training and previous experience in Africa essential.

For both posts: Salary: £12035–£13895 per annum.

Overseas Allowance: £1615–£2589 per annum depending on salary level and marital status.

NIGERIA

Science Adviser, Ministry of Education, Benin City, Bendel State

Reference: 82 K 41

Duties: To be responsible for the development of Science Education in the newly established Colleges of Education; to liaise with the colleges and to assist in their teaching programmes; to organise seminars and workshops; to assist in the development of their science education courses; to assist in materials production; to offer guidance in the in-service training of the Colleges' science staff; to liaise with the Institute of Education and work with the Science Teachers Association of Nigeria; to take part in seminars and in-service training programmes aimed at the secondary and primary science teachers in the State.

Qualifications: Science degree (preferably in Mathematics or Physics) plus a teaching qualification. MEd or similar qualification also desirable. At least 5 years experience in science teacher training and previous experience in Africa are essential.

Salary: £12035–£13895 per annum.

Overseas Allowance: £1560–£7080 per annum depending on salary level and marital status.

Benefits: Salary free from UK income Tax; variable overseas allowances according to marital status and salary level; free family passages; children's educational allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leaves.

Contracts: Contracts will be for 2 years initially with the British Council.

Closing date for applications: 21 June 1982.

For further details and an application form, please write, quoting the post reference number, to: KELT Section, Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

EDUCATION COURSES

continued

T.E.F.L. COURSES

Linguarama Limited will be holding eight one-week courses in the Teaching of English as a Foreign Language at Hills as a Foreign Language at Hills as a Foreign Language at Hills